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ABSTRACT

This guide, which combines business and marketing concepts with microcomputer applications, is intended to be used in designing a 2-semester course in business technology and to serve as the main component for articulation activities in the event that students completing the course decide to pursue additional training or education. The course incorporates reading, writing, composition, speaking, keyboarding, calculating, proofreading, and microcomputer skills into units of study on the following topics: accounting, business communications, business law, business math, career awareness, entrepreneurship, general business, human relations, job search skills, keyboarding, marketing, microcomputer applications, salesmanship, and abbreviated writing (notetaking). The course is designed to be contemporary and relevant and to provide basic information about careers, the economy and factors affecting it, educational opportunities, and training in industry. Included in each unit are some or all of the following: one or more tasks along with lists of related performance objectives, source materials, suggested activities, and enabling objectives; learning activities to accomplish each of the objectives; suggested evaluation methods; instructional text; suggested teaching strategies; unit suggestions; and a list of optional resource materials. (MN)

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TABLE OF CONTENTS

Introduction ii

Acknowledgements iii

Business Technology Introduction 1

Abbreviated Writing 6

Accounting 12

Business Communications 18

Business Law 34

Business Math 39

Career Awareness 50

Entrepreneurship 58

General Business 68

Human Relations 78

Job Seeking Skills 81

Keyboarding 86

Marketing 87

Microcomputer Applications 94

Salesmanship 104

INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Vocational Education involves the active use of industry personnel who prepare a State Task List for each program area. Instructional personnel are selected to develop the Statewide Curriculum Guide. These instructors write Performance Objectives for each Task and the subsequent Enabling Objectives for each Performance Objective. The committee members prepare all material in a competency-based format so as to have an effective and efficient methodology for determining student progress. The Statewide Guides are designed as the prime determiner of program content. All programs must follow the established Guide in order to be approved for operation. Any deviation from this Guide requires written approval from the respective program supervisor at the Division of Vocational Education. It is not the intent of the Division that all programs be designed to be exactly the same, but assurance is needed to ensure that the program meets the minimum standards for operation, based on the community needs, equipment, and facilities available to the local school or institution.

The Task List developed for any program represents the entire occupational field. Schools and Institutions determine what skills can be taught and what depth of instruction can be provided. They must choose the Tasks to be taught from the state publication but are free to determine how many or which ones can be incorporated into their program. Advisory committees are used in this step to reflect local industry training and employability trends.

The Task List is also used as the primary list for generating Student Profiles. These Profiles are used as a cumulative record of each student's progress. They are printed in a folder format and have levels of performance scales for each Task so that student competence can be recorded for individual skills or tasks. This document will become the main component for Articulation activities in the event that the student desires to go on for additional training or education.

ACKNOWLEDGEMENTS

This document was prepared by a group of Business Education and Marketing Education instructors under a contract with the Division of Vocational Education. We want to express our thanks to the members of the committee listed below and to Darrell Muck and Rhonda Jones who assisted in the development/revision process.

Their contributions are greatly appreciated by the Division and the administrators of programs statewide. A Competency Profile has been developed using the competencies identified in this publication. The Profile is to be used as a method of documenting student progress and mastery of competencies in the occupational field. The Profiles are also to be used in measuring knowledge gained for purposes of meeting the first component of the Standards and Measures requirement in the Carl Perkins Act.

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BUSINESS TECHNOLOGY

INTRODUCTION

This Business Technology Curriculum Guide combines business and marketing concepts with microcomputer applications into one course. The Business Technology curriculum has been designed for all secondary students who have completed at least one semester of typing or keyboarding or can type accurately using the correct fingers at 20-25 wpm. The course can be used as an introduction to business and marketing concepts or as a "capstone" course for senior students.

The Guide contains material for two semesters of instruction. Instructors are able to design the content of each semester by selecting units of instruction from the guide. Students should be encouraged to take both semesters. The course incorporates reading, writing, composition, speaking, keyboarding, calculating, proofreading, and microcomputer skills into activities which teach business and marketing principles and concepts as well as human relations, career skills, work attitudes, productivity, and self-esteem. It is also eligible for reimbursement from state vocational funds.

The course requires that all "written" assignments be prepared using a micro computer. Thus, rough drafts can be submitted for feedback, and incomplete or incorrect assignments can be corrected and resubmitted. Students learn from their mistakes and are encouraged to keep trying until they get the assignment correct. Activities involving calculations and decision-making incorporate the use of ten-key calculators or computer ten-key pads.

Students will complete realistic assignments using technology. Brief oral reports and an oral presentation are recommended or required. Current events are used to keep the content relevant. Students relate all activities to modern business practices. The course is contemporary, related to careers, the economy, inflation, interest rates, unemployment, educational opportunities, training in industry, and more.

The Business Technology curriculum includes the following units of study:

- Accounting
- Business Communications
- Business Law
- Business Math
- Career Awareness
- Entrepreneurship
- General Business
- Human Relations
- Job Seeking Skills
- Keyboarding
- Marketing
- Microcomputer Applications
- Salesmanship
- Abbreviated Writing (Notetaking)

The primary rationale behind the business technology course is that business and marketing educators in Idaho strongly agree that all secondary students need some exposure to business and marketing concepts at the secondary level.

One of the most vital purposes of public education is to prepare youth for a successful transition to the world of work and/or to pursue post-secondary education. Secondary education must provide all students with the academic knowledge base and the skills necessary to be able to enter the workforce upon graduation. Even students who "plan" to attend college should be prepared for full or part-time employment.

Content of the Business Technology Guide responds to needs identified in national reports such as Workplace Basics (1989) and Scans: What Work Requires of School (1991). Position announcements in newspapers and job services agencies reveal a high demand for competent office workers and marketers. Most of these jobs do not require post-secondary training; they do require entry-level competencies and employability skills. School districts should develop curriculums to meet the unique needs of students and the business community. Business education and marketing education programs have people and programs ready to prepare students to meet the emerging needs of business and industry.

For our nation to survive and prosper in the 1990's and into the year 2000, there must be a joint effort between education and industry. Business education and marketing education programs need to promote cooperation and the sharing of common resources in order to be able to identify and concentrate on the demands of society and the workplace. Business and industry leaders advocate that students graduating from high school should possess the following competencies:

A. Human Resource Competencies
B. Business and Economic Competencies
C. Marketing Principles and Functions
D. Microcomputer Applications Competencies
E. Management Principles and Practices

The 1989 national report, Workplace Basics: The Skills Employers Want identify the following competencies as skills employers want their employees to possess. These include the following:

1. LEARNING TO LEARN: The ability to absorb, process, and apply new information quickly and easily.

2. LISTENING AND SPEAKING SKILLS: More instruction in oral communications and listening.

3. COMPETENCY IN READING, WRITING, AND COMPUTATIONS: Summarizing information, monitoring one's own work, using analytical and critical thinking skills.

4. ADAPTABILITY, CREATIVE THINKING, PROBLEM SOLVING: Creative thinking to solve problems and overcome barriers.

5. PERSONAL MANAGEMENT, SELF-ESTEEM, GOAL SETTING, MOTIVATION, PERSONAL CAREER DEVELOPMENT: Take pride in work accomplished, setting goals and meeting them, and enhancing job skills.

6. GROUP EFFECTIVENESS, INTERPERSONAL SKILLS, NEGOTIATION, AND TEAMWORK: The ability to work cooperatively in teams.

7. ORGANIZATIONAL EFFECTIVENESS AND LEADERSHIP: Have a sense of where the organization is headed and what they must do to contribute. Who assumes the responsibility for keeping employees motivated?

The 1991 SCANS report, conducted by the US Department of Labor, surveyed business owners, public employers, union leaders, employee supervisors, and workers. One message was clear: "good jobs will increasingly depend on people who can put knowledge to work." What is disturbing is the realization that more than half of our young people leave school without the knowledge or foundation required to find and hold a good job. "These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment."

Schools need to do a better job and so do employers. Students and workers must learn to work smarter. The SCANS research verifies the necessity for all workers to possess five competencies and a three-part foundation of skills and personal qualities. These include:

1. RESOURCES: Identifies, organizes, plans, and allocates resources such as time, money, materials and facilities, and human resources.

2. INTERPERSONAL SKILLS: Works well with others as a team member, leader, teacher/trainer, negotiator, provider of customer service. Interacts with people from diverse backgrounds.

3. INFORMATION: Acquires and uses information, interprets and communicates information, organizes and maintains information, and uses computers to process information.

4. SYSTEMS: Understands systems, monitors, corrects performance, and improves or designs new or existing systems.

5. TECHNOLOGY: Selects technology, applies technology to tasks, maintains and solves problems with equipment or software.

The three-part foundation of personal characteristics necessary to compete effectively in the workplace include:

1. BASIC SKILLS: Mastery in reading, writing, mathematics, listening, and thinking.

2. THINKING SKILLS: Ability to think creatively, make decisions, solve problems, visualize the future, knowing how to learn new things, and reasoning skills.

3. PERSONAL QUALITIES: Demonstrates responsibility, self-esteem, sociability, self-management, integrity, and honesty.

These eight requirements are essential preparation for all students. The competencies differ from a person's technical knowledge but they are at least as important as technical expertise and they are applicable from "the shop floor to the executive suite." These competencies represent the attributes that high-performance employers seek in tomorrow's employee. (SCANS)

The Business Technology curriculum addresses each of these. Business Technology provides a variety of essential business competencies to students who have not followed a standard sequence of business courses. The course can vary in length, but two semesters divided into specific but mutually exclusive modules seems to produce the best results.

Teacher educators, students, business and marketing state supervisors, classroom teachers, and administrators are looking at Business Technology as a course which is timely and which charts the path toward future integration of academic and applied instruction. For additional information please contact Marty Yopp, ED 217-B, University of Idaho, Moscow, ID 83843, 208-885-7364, FAX: 208-885-6869.

References Cited

Carnevale, A.P. Gainer, L.J., & Meltzer, A.S. (1989). Workplace Basics: The Skills Employers Want, Washington, D.C.: US Department of Labor and American Society for Training and Development.

What Work Requires of Schools: A SCANS Report for American 2000 Executive Summary (1991), Washington D.C.: US Department of Labor.

Yopp, Martha C., Business Technology Curriculum Guide (1991), Moscow, ID: Division of Vocational Teacher & Adult Education.

GOALS:

1. Offer Business and Marketing concepts.
2. Incorporate current technology.
3. Provide a flexible course where schools can tailor curriculum to meet students' needs.
4. Increase students' awareness about the changing world of work.
5. Foster students' interest in Business and Marketing curriculum.
6. Foster students' interest in business careers.
7. Inspire students to continue with a Business and/or Marketing course of study.

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ABBREVIATED WRITING

The Abbreviated Writing section of the Business Technology class will take approximately three weeks to complete; this three week period would not be taught in one designated section, but rather integrated with other sections (Keyboarding, Business Communications, General Business, etc.). Abbreviated Writing is an optional unit designed to introduce students to generic or copyright principles of alphabetic shorthand. Students will use the principles to increase their handwriting speed. Applications include notetaking, minutes at meetings, and instructions, as well as possible dictation and transcription.

I. **TASK:** Master the principles of Abbreviated Writing

PERFORMANCE OBJECTIVE: Given oral and/or written notes the student will accurately transcribe the information using a keyboard.

SOURCE MATERIALS:

Handout on Abbreviated Writing

SUGGESTED ACTIVITIES:

1. Read and complete Objectives 1, 2, and 3.
2. Evaluate learning with drills in listening, reading and writing of abbreviated writing form.

ENABLING OBJECTIVES:

1. Demonstrate the ability to read abbreviated writing.
2. Demonstrate the ability to learn rules and techniques of abbreviated writing.
3. Demonstrate the ability to listen for and write the sounds being dictated.

II. **TASK:** Use correct spelling, grammar, punctuation, proofreading and business formats.

PERFORMANCE OBJECTIVE: Given student developed notes the student will accurately transcribe the information in mailable business format using a keyboard.

SUGGESTED ACTIVITIES:

1. Read and complete Objectives 4, 5, 6.

ENABLING OBJECTIVES:

1. Use correct grammar and punctuation rules.
2. Use correct spelling and proofreading carefully.
3. Use correct business vocabulary.
4. Use correct letter/memo/minute/outline formats.

ABBREVIATED WRITING

OBJECTIVE I: Learn rules and techniques of abbreviated writing.

A. Streamline letters as you write. Every time you lift your pen to cross a t or dot an i, you loose valuable time and reduce your speed. Speedwriting shorthand eliminates extra strokes by avoiding loops, dots, and crosses whenever possible.

t	f	b
i	j	y
g	p	z

B. Write what you hear, never write a silent letter.

fee	tie	free
tray	view	ate
knew	sigh	se
pay	low	fly

C. Drop medial vowels.

build	save	legal
glass	did	bulletin
budget	grade	given
said	visit	paper

D. Write the vowels you hear at the beginning and end of the word.

office	easy	ahead
ready	do	often
follow	few	value
enough	open	happy

OBJECTIVE II: Learn the most common brief forms.

A. Brief forms of commonly used words.

a, an	we	is, his
will, well	the	in, not
it, at	can	for, full
are, our	us	on, own
would	why	from
market	your	to, too
of, have, very	be, but, been, buy	

B. To add ing as a word ending, underscore the last letter.

billing	saying	paying

C. To ad ed as a word ending, write - at the end of the word.

billed	saved	faced

D. Write for the sound of M; may

E. Write for the sound of W; way

OBJECTIVE III: Students are able to read abbreviated writing as well as their own.

What material is to be read? Familiar material (which has been read and reread) is used extensively at this level, although opportunities are given to read previewed material (material involving drills on new vocabulary).

For how long? It is generally agreed that individual reading at this level is for 30 or 60 seconds.

How many times? Multiple readings, recordings, and transcriptions are necessary to assess performance. Depending upon the size of the class, each person may read daily or every other day. Two or more readings are required to affirm that an individual can read at a given rate.

The rationale for extensive reading from shorthand plates, during the early stages of the learning level is that meeting various words in different contexts increases the probability that students will use such words correctly. By reading for 30 seconds or a full minute several days a week, a student demonstrates whether he or she has attained an objective.

OBJECTIVE IV: Students are able to make up their own vocabulary of abbreviated writing.

During the introductory stage of the learning level, the objectives of homework include building vocabulary and strengthening skill in reading shorthand plates. Homework is defined as (1) reading from shorthand plates; and then (2) writing isolated words from the day's lesson; (3) writing from self-dictation of material read in the day's shorthand plates; and (4) the workbook exercises. As students progress, homework may also include (5) writing shorthand from dictation tapes taken home or used in a resource center; and (6) writing shorthand from printed copy.

Activities for building vocabulary and reading skills:

1. Read familiar shorthand plates.
2. Read brief forms.
3. Read outlines from the chalkboard, transparency or book.
4. Read contextual materials in shorthand plates read for homework.
5. Read unpracticed contextual material from shorthand plates.
6. Read the reading and writing exercises, using the key as necessary until the material can be read fluently.

OBJECTIVE V: Transcribe printed copy notes using keyboard and longhand styles.

Students must reconstruct the shorthand outlines as they transcribe them either by longhand or keyboard. It is helpful to the learner if material to be transcribed from printed copy is first read out loud from the shorthand plates. Transcribing from printed copy is one strategy to use to add variety to writing activities in the class.

Activities:

Thirty seconds of transcription from shorthand plates.

Assign a specific letter to be read for homework. In class the next day, select a few people to read the letter (for 30 seconds).

Proceed with timed transcription of 30 seconds and have each person set a goal to type out more words than previously typed.

Give students printed copies (for homework assignments) to transcribe in longhand for the next day of class.

OBJECTIVE VI: Transcribe oral and/or written notes using a keyboard.

Students must be able to read their own abbreviated writing besides printed copy forms. When oral dictation is used, the student must be able to listen, record correct outlines, and be able to transcribe those outlines.

Students can reinforce their own notetaking skills by transcribing notes from other classes, notes from meetings, telephone messages, etc.

Some other homework assignments often include activities from shorthand workbooks. Workbooks guide students in reviewing theory, provide grammar and punctuation drills, and help students expand vocabulary by presenting derivatives of both brief forms and theory words.

METHODS OF EVALUATION:

1. Reading rates
2. Brief form tests
3. Homework
4. Transcription in longhand and keyboard from shorthand plates or students own notes.
5. Dictation-recording tests.

<u>ABBREVIATED WRITING RULES</u> (GENERIC)

1. Never write a silent letter.
2. Write all long vowels except E/or eliminate most vowels.
3. Write sounding vowels which occur at the beginning or end of word.
4. If word contains a double letter write only one.
5. Don't dot i or j; don't cross t.
6. Eliminate all unnecessary loops and tails.
7. Listen and write only strong sounds.
8. Use day/month abbreviations:

   S M T W H F T
   JAN FB MCH AP MA JUN JUL AUG SEP OCT NOV DEC

SUGGESTED TEACHING STRATEGIES

Abbreviated writing should be integrated into other sections of Business Technology. If introduced at the beginning of the course, with Keyboarding, the students' notetaking skills will be reinforced throughout the semester/year. Students should be strongly encouraged to take all Business Technology lectures in Abbreviated Writing, and transcribe using a keyboard. Several skills will be reinforced in this process: Listening, notetaking, language arts, keyboarding, outlining, formatting. Students should be encouraged to utilize their notetaking skills in other content areas as well (a motivated entrepreneur can sell notes to other students).

Assignments can be made to reinforce notetaking skills: Take minutes for a meeting (advisory committee, class, club, church meetings); songs from radio; nightly news; telephone messages; "secret treasure" hunt directions in abbreviated writing.

OPTIONAL RESOURCE MATERIALS

AlphaHand Dictation Disc, 240 Madison Ave New York NY 10016

Personal Shorthand National Book Company, P.O. Box 8795 Portland OR 97205-8795

Speedwriting Glencoe/McGraw Hill, P.O. Box 9509 Mission Hills CA 91395-9509

Speedwriting for Notetaking and Study Skills, Glencoe.

SuperWrite South-Western, Cincinnati, OH

ACCOUNTING

A basic understanding of accounting concepts is necessary for a true picture of the world today and the individual's place in that world. This accounting unit is designed to include a manual module, automated module, spreadsheet module, and career module. The time frame necessary for this unit is four to five weeks. In keeping with the current business trends, the use of computers was incorporated.

The purpose of this unit is to introduce students to accounting concepts. In order to gain the skill level necessary for employment, it is recommended they continue in regular accounting course work.

It is encouraged that the material be presented and reinforced through the use of a business accounting simulation. The simulation will use either real forms from local businesses or generated forms using microcomputer applications.

I. **TASK**: Complete the activities in a manual accounting cycle.

PERFORMANCE OBJECTIVE: Given the source documents and proper forms, the student will manually complete the activities of an accounting cycle with a minimum of 75% accuracy.

SOURCE MATERIALS:

An introductory practice set for a service company with source documents.
Example: All-Star Professionals: Accounting Application for a Service Business, Glencoe.

SUGGESTED ACTIVITIES:

1. Handout "Terms and Definitions in Accounting"
2. Have students complete the introductory practice set.

ENABLING OBJECTIVES:

1. Set up accounting books.
2. Record business transactions in proper location on financial forms.
3. Prepare financial statements.
4. Compare financial activities of proprietorships, partnerships, and corporations.
5. Compare financial activities of a service, merchandising, and manufacturing business.

II. **TASK**: Complete the activities in an automated accounting cycle.

PERFORMANCE OBJECTIVE: Given the source documents and proper forms, the student will use an automated accounting system to complete the activities of an accounting cycle with a minimum of 75% accuracy.

OPTIONAL SOURCE MATERIALS:

- Careers Unlimited Personnel Agency: Computerized Accounting Simulation
- Automated Accounting for the Microcomputer

ENABLING OBJECTIVES:

1. Set up computer accounting system.
2. Record business transactions in proper location on financial forms.
3. Prepare financial statements.
4. Compare financial statements of proprietorships, partnerships, and corporations.
5. Compare financial statements of a service, merchandising, and manufacturing business.

III. **TASK:** Generate financial statements using microcomputer spreadsheets.

PERFORMANCE OBJECTIVE: Given a completed trial balance sheet, the student will prepare financial statements on a microcomputer spreadsheet with a minimum of 75% accuracy.

OPTIONAL SOURCE MATERIALS:

- Lotus 1-2-3 for Accounting <text and software package>
- Accounting Applications for Spreadsheets

ENABLING OBJECTIVES:

1. Design and print a worksheet template.
2. Design and print income statement and balance sheet templates.
3. Complete and print financial statements.

IV. **TASK:** Explain accounting career opportunities.

PERFORMANCE OBJECTIVE: Given a list of career titles in the accounting field, the students will explain requirements needed for entry into accounting related careers.

OPTIONAL SOURCE MATERIALS:

- Century 21 Accounting

ENABLING OBJECTIVES:

1. Identify the four levels of jobs in the accounting field.
2. Explain basic education requirements for entry into each level of jobs in the accounting field.
3. Discuss training requirements for each level of jobs in the accounting field.
4. Indicate range of salaries for each level of jobs in the accounting field.

UNIT SUGGESTIONS

If the course were expanded to two semesters, the accounting unit could then consume nine weeks of instruction. The following items could then be incorporated into the accounting unit:

1. Adjusting Entries
2. Merchandising Business Activities
3. Subsidiary Ledgers

In the Business Technology course, the placement of units will also determine information within the unit. Keyboarding and computer applications are needed in order to cover the material contained in this accounting unit. Some business and marketing concepts are covered in other units and referred to in this unit. Students who do not have this background must have additional instruction during the time spent on this unit.

Student evaluation within the accounting unit will be based on performance examinations.

OPTIONAL RESOURCE MATERIALS

These optional text materials may be used in place of or in conjunction with the core text materials.

Swanson, Rose & Hanson, Century 21 Accounting, First-Year Course, South-Western Publishing Company, Cincinnati, OH.

Allen & Klooster, Automated Accounting for the Microcomputer, South-Western Publishing Company, Cincinnati, OH.

Brother and Rosen, Accounting Applications for Spreadsheets, Dictation Disc Company, New York, NY.

Allen & Klooster, Spreadsheet Accounting for the Microcomputer, South-Western Publishing Company, Cincinnati, OH.

Careers Unlimited Personnel Agency: A Computerized Practice Set for a Sole Proprietorship Service Business, Glencoe McGraw-Hill, ISBN 0-07-839342-6.

Jeffrey Michelman, Lotus 1-2-3 for Accounting, Course Technology, Inc..

Glencoe Accounting, Concept, Procedures/Applications, 2nd Edition, Glencoe.

Computerized Accounting, Glencoe.

JOHNNY'S LAWN CARE
Accounting Simulation

Summer's here and Johnny cannot find a job. At supper, dad mentions that grandma has had alot of trouble finding someone dependable to mow and care for her lawn. Johnny checks the neighborhood and gets four jobs a week mowing lawns. Dad will let him use the family lawn mower if he pays for gas and oil and any repairs. He will make $6 an hour, so he estimates expenses and goes for it.

Soon he gets more jobs and decides to advertise, etc. Jonny now has more jobs than he can reach on foot and he decides he needs a pickup. He rents one; must pay for gas, etc. He expands into clipping and some shrub trimming. The work expands and he can't handle the work by himself so he hires an employee, Tom. He now needs more equipment; trimmers, clippers, hoes, grass bags, etc. He can either borrow the money or rent equipment. Johnny has created a business--proprietorship. (At any point along he can take a partner.)

1. Set up a balance sheet, chart of accounts, ledger accounts.

2. Record transactions in journal from source documents (actual ones from businesses in the community). Business entity--keep personal out.

3. IRS and Johnny need to know profit. Make a worksheet and financial statements.

4. Analysis of fiscal periods, either by the month or maybe a decision next summer to disband or continue.

5. Comparison of proprietorship, partnership, and corporation.

6. Johnny can change type of business:
   a. Merchandising--collects firewood for sale.
   b. Manufacturing--makes bird houses (learned in shop, or friend learned and Johnny will manage and form a partnership).

7. Johnny computerizes his accounting methods; he uses spreadsheets to evaluate, etc.

8. Business Law--contracts, liability, etc.; Marketing, Selling, Entrepreneurship, Job Seeking--employee seeking, Business responsibility, Communications, etc.

TERMS AND DEFINITIONS IN ACCOUNTING

ACCOUNTING VOCABULARY:

1. Accounting -
2. Asset -
3. Equities -
4. Liability -
5. Capital
6. Accounting Equation -
7. Proprietorship -
8. Balance Sheet -
9. Entry -
10. Debit -
11. Credit -
12. Account -
13. Ledger -
14. General Ledger -
15. Financial Statement -
16. Chart of Accounts -
17. Journals -
18. Posting -
19. Transaction -
20. Revenue -
21. Expense -
22. Double-entry Accounting -

ACCOUNTING DOCUMENT SUMMARY

FINANCIAL STATEMENTS	
ASSETS	LIABILITIES + CAPITAL

ASSETS = LIABILITIES + CAPITAL

EXPENSES	REVENUE
Advertising	Sales
Equipment Repair	
Insurance	
Miscellaneous	
Rent	
Supplies	
Taxes	
Utilities	

EXPENSE AND REVENUE SUMMARY	
TOTAL EXPENSES	TOTAL REVENUE

THE DIFFERENCE BETWEEN TOTAL REVENUE AND TOTAL EXPENSES IS THE NET INCOME

BUSINESS COMMUNICATIONS

The Business Communications unit is designed to provide learners with business communications skills and knowledge. Students will be provided with the opportunity to develop business speaking, listening, reading, and writing techniques. The unit will be 3-4 weeks in length and will be taught with the "hands-on" approach to learning.

The course outline below can be used as a guide for presenting the material in this unit.

Day One:	Pre-test on Business Communications Lecture/discussion: Unit Overview
Day Two:	Introduction to Business Speaking
Day Three:	Introduction to Business Listening
Day Four:	Introduction to Business Reading
Day Five:	Introduction to Business Writing Post-test on Introductory Unit

Assign students' topics for oral presentation. Each learner will be provided with an assigned "teaching time". Students will present lessons.

I. **TASK:** Explain the concepts of business communications.

PERFORMANCE OBJECTIVE: Given a lecture, discussion, and hand-out, the students will explain the difference between general communications and business communications with 100% accuracy.

ENABLING OBJECTIVES:

1. Define general communications.
2. Define business communications.
3. Explain input and output business communications skills.
4. Contrast the "New" with the "Old" golden rule.
5. List each of the six "C's" and provide examples for each in applied business communications situations.

II. **TASK:** Identify and explain business communications processes.

PERFORMANCE OBJECTIVE: Given a lecture, discussion, and hand-out, the students will identify and explain each of the six key elements in the business communications model.

ENABLING OBJECTIVES:

1. List each of the six key elements in the business communications model.
2. Explain each of the six key elements in the business communications model.

PERFORMANCE OBJECTIVE: Given a lecture and discussion, the students will describe the difference between vertical and horizontal communications with 100% accuracy.

ENABLING OBJECTIVES:

1. Explain vertical communications.
2. Explain horizontal communications.

PERFORMANCE OBJECTIVE: Given a lecture and discussion, the students will describe the difference between internal and external communications environments.

ENABLING OBJECTIVES:

1. Explain internal communications environments.
2. Explain external communications environments.

SUGGESTED ACTIVITIES: (2 days)

1. Students prepare their own communications model using participant encoder/decoder, channel(s), and messages.
2. Describe traits of an effective communicator.
3. Observe the effectiveness of mass communication on an audience--followed by a computer-generated report of their findings.
4. Bring to class examples of effective and ineffective communications that have been received at home or at the workplace.

III. **TASK:** Demonstrate oral business communications skills.

PERFORMANCE OBJECTIVES: Given a lecture and discussion, the students will demonstrate oral business communications skills with 100% accuracy.

SUGGESTED ACTIVITIES:

Student groups prepare a seminar to be presented to a separate group (i.e. another business class or BPA meeting) on such topics as:

Effective speaking
Body language and facial expressions
Effective telephone usage
Effective notetaking strategies
Teamwork
Effective listening

ENABLING OBJECTIVES:

1. Explain the speaking process.
2. Explain talking.
3. Define tone.
4. Explain the purpose of using tone in speech.
5. Identify appropriate body language and facial expression.
6. Identify inappropriate body language and facial expression.
7. Explain the importance of non-verbal communications.
8. Demonstrate skill in making out-going telephone calls.
9. Demonstrate skill in taking in-coming telephone calls.
10. Demonstrate effective notetaking skills.
11. Demonstrate skill on communicating a positive tone when speaking on the telephone.

IV. **TASK:** Demonstrate auditory business communications skills.

PERFORMANCE OBJECTIVE: Given a lecture and demonstration with discussion, the students will demonstrate auditory business communications skills with 100% accuracy.

SUGGESTED ACTIVITIES:

1. Students discuss their feeling about not being heard.
2. Role playing activities.
3. Written communications on the role of good listening skills.
4. Use of foreign exchange students to demonstrate importance of voice, tone, volume, and inflections and importance of body language.

ENABLING OBJECTIVES:

1. Explain hearing.
2. Explain listening.
3. Identify and explain negative consequences involved in not listening.
4. Identify potentially critical business communications situations where listening skills are important.
5. Identify and explain the six types of listening and provide examples for each type being used appropriately.

ENRICHMENT ACTIVITIES

General Objective--Students will demonstrate initiative through independent research and participation in class discussions to produce:

Sales Letters and Visual Aids-- Computer-generated sales letters on letterhead they've created. The students will determine their market and then create a sales ad in the form of a flyer, miniature billboard or video.

Self-Concept-- Each group prepares a 5 to 10-minute presentation using visual aids on self-concept. We participate in a 2-day session with a speaker who comes to our classroom. Students use books and magazine articles along with concepts covered by the guest speaker to obtain materials for their presentation.

Employment skills-- Each student fills out an application form, prepares a personal data sheet, a letter of application, an interview follow-up letter, and a letter of acceptance. We invite a business-person to conduct mock interviews with students.

OPTIONAL RESOURCE MATERIALS

Better Reading for Better Jobs, Jana J. Bland; J. Weston Walch, Publisher

Business English and Communications, Clark, Zimmer, Tinervia; Gregg

Business English Essentials, Glencoe.

Business English and Communication, Glencoe.

Developing Speaking Skills, Glencoe.

Effective Speech Communication, Glencoe. (hardbound speech text)

Looking Out Looking In, Ronald B. Adler; Holt Rienhart Winston

Thinking Skills for Success, Edward de Bono; Paradigm

The Gregg Reference Manual, Glencoe.

The Reference Guide: A Handbook for Officer Personnel, Glencoe.

BUSINESS COMMUNICATIONS

SUPPLEMENTAL TEACHING MATERIALS

I. Choose simple words. Simple words mean big things: use them to give your writing impact. "If it is to be, it is up to me" is a powerful sentence containing all two-letter words. The bigger the word, the more difficult it is for your reader to grasp its meaning at first glance, therefore choose the short word for more effective writing.

Three-letter words often convey a sense of power and vastness:

GOD	JOY
SUN	SIN
SKY	NOW
SEA	CAN
WAR	SEE

Four-letter words are often emotional words:

LOVE	ENVY
HATE	HOME
FEAR	HOPE

II. Use plain English. Business writing is often dull because it is too formal. The use of big words not only clouds meaning but is often unnatural. Think of the business letter as a substitute for a personal conversation. It should be written in a conversational tone. Big words are sometimes needed to give variety and interest to your writing; however, as a general rule, your reader will get your message more quickly, if the message is free of unfamiliar, pompous words and phrases. Here are a few examples:

INSTEAD OF	USE	INSTEAD OF	USE
at this point in time	now	negative	no
a large portion of	much	affirmative	yes
ahead of schedule	early	inform	tell
conceptualize	plan	attired in	wore
ascertain	learn	beverage	drink
adjacent to	near	customary	usual
endeavor, attempt	try	commence	begin
evidenced by	shown	accede to	agree
contribute, donate	give	discontinue	stop

III. Make every word count. Avoid repetitive phrases like the following examples:

advance warning	complete monopoly	first priority
past history	grateful thanks	future prospect
final completion	penetrate into	seldom ever
angry clash	biography of his life	circle around
original source	awkward predicament	passing fad
serious danger	undergraduate student	good benefit
last remaining	completely honest	very fatal
adequate enough	commute to and from	quite unique

IV. Avoid unclear sentences.

1. Because the horses were tired, they held a quick meeting and decided to camp overnight.

2. I saw the Gas Station running down the street.

3. Girls pay more attention to housekeeping than boys.

4. He wore shoes on his feet that were made of alligator skin.

5. I counted 15 cows sitting on my porch.

6. As you instructed, I have given blood on the form in the enclosed envelope at the local blood bank.

7. The principal sympathized with Ralph because he had flunked math.

8. The man was found in the trunk of the abandoned car murdered by an elderly lady.

V. Characteristics of an effective letter or memorandum.

1. **Is it clear?** Everything you compose should leave no doubt as to what the message intends. Clarity is essential to obtaining the desired reaction from your reader.

2. **Is it correct?** Aside from letter perfect typing, punctuation, spelling, word division, and format, all facts should be correct including the title, name, address, and ZIP Code of the addressee. Errors convey carelessness.

3. **Is it complete?** Before you mail any piece of correspondence, check to see that you have told the reader everything that is needed for the desired response. It would be embarrassing to have a reader call to say that your correspondence neglected to tell the hour of a meeting. Although the where, who, and what questions were answered, your letter was incomplete because it failed to answer the when question.

4. **Is it courteous?** There is always time for courtesy. Even when a correspondent has made an unreasonable request, make your reply courteous. Abruptness can lose customers and goodwill.

5. **Is it concise?** Reliable studies indicate that about one third of what is written consists of wasted words. Prune your writing to eliminate excess verbiage. Make every word contribute to your message.

6. **Is it concrete?** Precision gives your writing impact. Instead of many use a specific number. Don't give your reader a reason to guess at your intent.

7. **Is it conversational?** Have you avoided trite phrases and formal expressions that are archaic and dull? Use a conversational tone instead of a superior one.

VI. Trite expressions are sometimes referred to by careful writers as <u>automatic words</u>, words written with little creativity. Often they are leftover from a bygone era. Most of these phrases are meant to impress rather than express. Here are some trite phrases that should be avoided:

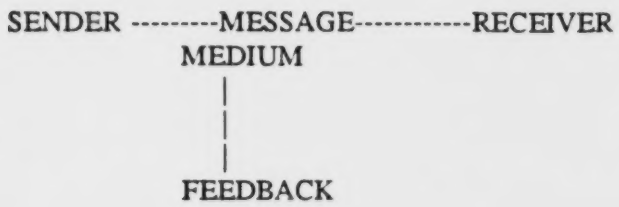
await the pleasure of your immediate reply
as per your request
above named subject matter
in due course of time
as a matter of fact
avail myself of the opportunity
hoping to hear from you, I remain
regret to advise you
as stated above
regret to inform you
please be advised
owing to the fact that
contents duly noted
in accordance with your

VII. Methods of Communication

Face to face communication
Telecommunication
Teleconferencing
Written communication
Meetings
Grapevine

VIII. Communication Barriers

Language
Environmental conditions
Information overload
Timing
Receiver's perspective, opinions and attitudes



IX. The Process of Writing

Setting the Goal
Assessing the Reader
Gathering Information and Generating Ideas
Organizing
Writing a Draft
Revising
Editing and Proofreading

X. Written Communication. There are a number of different types of written communication.

MEMORANDUMS
- Formal
- Interoffice

REQUEST LETTERS
- Good-new Direct Letter Pattern
- Bad-news Indirect Letter Pattern
- Requesting a Recommendation
- Letter of Complaint

LETTERS THAT PERSUADE
- Sales Letter
- Requesting Favors

GOODWILL LETTERS
- Letter of Appreciation
- Letter of Congratulation
- Letter of Sympathy

XI. Standard Letter Parts

1. Letter Head
2. Return Address (if no letterhead) and Date
3. Inside Address
4. Salutation
5. Body of Letter
6. Complimentary Close
7. Signature Line
8. Reference Initials

XII. Formats for a Business Letter

1. FULL BLOCK
   Every line in this letter style begins at the left margin.

2. MODIFIED BLOCK
   In this format, the return address and date, complimentary close, and signature line begin to the right of the center.

3. SEMI-BLOCK
   This format is the same as MODIFIED BLOCK with the exception that paragraphs are indented.

4. AMS SIMPLIFIED
   This letter format omits the salutation and introduces the letter with a subject line instead. This format also omits the complimentary close. This format is helpful if the name or title of the receiver is unknown. This type of letter is less personal than the other types.

5. OPEN PUNCTUATION
   After the salutation and the complimentary close, there are no punctuation marks.

6. MIXED PUNCTUATION
   After the salutation there is a colon (:) and after the complimentary close, there is a comma (,).

XIII. Passive vs Active Listening

1. **Passive**-When listening, you only hear a portion of what is being said. Example is radio or TV.

2. **Active**-This is used in business and problem solving situations. Requires you to remain alert and ask questions to verify what you have heard. Also requires the use of your eyes, ears, and mind. Some active listening techniques are:

a. Take a serious interest in what the speaker says.
b. Consider the speaker's entire presentation before evaluating the message.
c. Note only the main ideas and omit the details.
d. Concentrate on the content of the message, not on the speaker's objective.
e. Listen for emotional-charged words as clues to the speaker's underlying feelings.
f. Screen out and resist distractions.
g. Summarize main ideas for verification.
h. Get ready to listen.
i. Listen with an open mind.
j. Rephrase and review unclear material.
k. Take notes.
l. Listen actively.

XIV. Telephone Etiquette when receiving a call.

1. Give prompt attention to callers
2. Greet callers pleasantly
3. Obtain needed information. Make sure to have pen and paper available.
4. Save the caller's time by completing the call promptly
5. Be discreet
6. Keep within your authority
7. Say "no" gracefully
8. Show a genuine desire to serve
9. Treat every call as an important call
10. Answer the telephone promptly
11. Show interest and courtesy
12. Repeat any information given for confirmation
13. Record date and time the message was taken

XV. Telephone Techniques when placing a call.

1. Smile when talking
2. Use the receiver's name
3. Be polite and patient
4. Identify the company and yourself immediately
5. Keep receiver informed
6. Be ready to write down information
7. Speak in a warm and pleasant voice
8. Enunciate clearly
9. End on a positive note

XVI. Advantages of Spoken Communication. Speaking will allow you to:

1. Convey a brief message quickly.
2. Learn immediately from the facial expressions and questions of your listeners whether your message is understood and well received.
3. Adjust what you have planned to say in response to your audience's questions and nonverbal responses.
4. Establish a personal rapport with your listeners.
5. Take advantage of the positive impression you can make on people by the way you look and speak.
6. Clarify and reinforce written messages.

XVII. Advantages of Written Communication. Writing will allow you to:

1. Think through problems and make decisions.
2. Create a permanent record of your message.
3. Be certain that the details of your message are communicated.
4. Provides reader with a reference.
5. Clarify and reinforce messages delivered orally.

XVIII. Types of Oral Presentations.

1. Manuscript presentation
2. Impromptu presentation
3. Memorized presentation
4. Extemporaneous presentation

XIX. Steps to Writing an Oral Presentation

1. Decide what the goal or objective is for your presentation.
2. Assess your target audience.
3. Gather information that will best support your objective.
4. Organize your presentation.
5. Write an outline and design visuals.
6. Rehearse and revise outline and polish delivery.

HELPFUL SUGGESTIONS:

Prepare and practice thoroughly
Use audiovisual aids
Use eye contact
Dress Appropriately
Be aware of your posture and gestures
Concentrate on the audience; not your performance
Be aware of your rate of speaking
Use voice inflection when possible
Keep head up
Use conversational tone

SPEAKING SKILLS

1. VOICE

   A. Talk to the back of the room
   B. Vary your pitch and tone
   C. Keep your energy level up
   D. Be enthusiastic
   E. Use visual aids

2. EYE CONTACT

   A. Look at the audience and maintain eye contact
   B. In small groups look at individuals
   C. In large groups look at areas

3. SPEAKING IS ENERGY

   A. Walk up with enthusiasm
   B. Speak with enthusiasm
   C. Leave with enthusiasm

4. GESTURES

   A. Use them - don't abuse them
   B. Use natural gestures
   C. Adjust them to the size of the audience

5. APPEARANCE

   A. Dress for your audience
   B. Dress for your message
   C. Stand up straight
   D. Stand still
   E. SMILE

HOW TO BECOME A MORE CONFIDENT SPEAKER

1. DO YOUR HOMEWORK

   A. Know what is expected of you
   B. What is their purpose
   C. What is your purpose
   D. What are you selling
   E. How long have you been asked to talk

2. TALK ABOUT WHAT YOU KNOW

   A. How do you feel about taking questions
   B. Use your personal experiences
   C. Use experiences of others - be a reporter
   D. Do you have a deep conviction? People don't care about your logic until they know about the depth of your conviction.

3. PSYCHOLOGICALLY PUT YOURSELF ABOVE THE AUDIENCE

   A. Picture them undressed
   B. Other speakers will make you look good
   C. Forget about yourself - think about the audience
   D. Love them
   E. Remember they admire you

4. ACT CONFIDENT

   A. Act like you know what you are doing
   B. Nobody can do the speech better
   C. The audience is pulling you
   D. Mistakes usually don't show
   E. Your nervousness doesn't show unless you let it
   F. Be professional

5. PREPARE YOURSELF

   A. Rehearse, rehearse, rehearse
   B. Determine your best time to rehearse
   C. Tape your rehearsals
   D. Listen to the tapes - anticipate what's next
   E. Is it easy to remember?

6. PREPARE THE ROOM

A. Check the microphone
B. Check the lights
C. Can you get closer

7. PREPARE FOR THE UNEXPECTED

A. Verbal mistakes
B. Noise
C. Laryngitis
D. Microphone goes out
E. Photographers

8. FOLLOWING OTHER SPEAKERS

A. Learn from them
B. Don't put yourself down
C. Bridge your talk with theirs
D. Use additional energy
E. Get the audience more involved
F. Have them stand up

REMEMBER: The audience is on your side.
They want you to succeed.
If you win - they win.

HOW TO BRING YOUR SPEECH CONTENT ALIVE

1. KEEP IT SIMPLE

   A. Don't try to impress the audience with your importance
   B. Relate what you are saying to what they already know
   C. Don't tell them too much
   D. Can they take what you say and tell others

2. DON'T ASSUME THE AUDIENCE KNOWS

   A. Avoid "buzz" words
   B. Avoid technical terms or define them
   C. Use the phrase "as you know"
   D. When you say something exciting - pause, let it sink in
   E. Repeat it

3. ESTABLISH YOUR CREDIBILITY

   A. How do you know what you know
   B. Where did you get your information
   C. Saying something doesn't necessarily make it so

4. SPEAK AS IF YOU'RE ALMOST OUT OF TIME

   A. Get to the point - people are impatient
   B. Act like you have one hour to give a two hour speech

5. MAKE THE AUDIENCE FEEL IMPORTANT

   A. Talk about what interests them
   B. Mention the audience in you speech
   C. Talk about people, not things
   D. Always be optimistic
   E. Entertain while you educate
   F. They don't care how much you know until they know how much you care.

6. MAKE THE AUDIENCE LISTEN

   A. Don't tell 'um - sell 'um
   B. Speak with enthusiasm - the audience will be no more enthusiastic than you are.
   C. Always act like another speaker is following you with the opposite viewpoint
   D. Explain the benefits of what you say

7. USE EXAMPLES

A. Brings the speech alive
B. Humanizes the speech
C. Gives you credibility
D. Helps the audience relate to what you are saying
E. Sells your ideas

8. USE DIALOGUE

A. Brings what you are saying into the now
B. Creates a natural flow for what you are saying
C. Makes it easy for the audience to follow you
D. Makes it easy for you to remember what to say

9. MAKE NUMBERS & STATISTICS INTERESTING

A. Round off numbers
B. Give your numbers credibility - state your source
C. Explain your numbers - where did they come from
D. Put numbers in perspective
E. Compare the unknown with the familiar

10. USE HUMOR

A. You don't have to use it
B. Do you like humor
C. Does it make a point
D. Is it in good taste

BUSINESS LAW

The Business Law section of the Business Technology class will take two to three weeks to complete. Students with varying needs and backgrounds will take the business law section of the Business Technologies class. The objectives of the course should be tailored to accommodate the needs of all students in the class.

I. **TASK**: Examine the role of law in society.

PERFORMANCE OBJECTIVE: Given information sheets and related legal cases the student will accurately list and explain the role of law in society.

SUGGESTED MATERIALS:

1. Supplemental Sheet

ENABLING OBJECTIVES:

1. Define law.
2. Trace the development of our own law from Roman law and the English common law.
3. Describe five primary sources of law for the American legal system.
4. Differentiate between civil law and criminal law.
5. Describe the federal and state court system in the United States.
6. Distinguish between a crime and a tort.
7. Outline and compare the procedures in a civil action and a criminal action.
8. Explain the rights and responsibilities of minors.

II. **TASK**: Identify a valid contract and how contract is discharged.

PERFORMANCE OBJECTIVE: Given information sheets and related legal cases the student will identify a valid contract.

ENABLING OBJECTIVES:

1. Name and explain the four essential elements of an enforceable contract.
2. Identify contracts as being either void, voidable, or unenforceable.
3. Name the six types of contracts that must be in writing to be enforceable under the statute of frauds.
4. Describe four ways in which contracts may be ended.
5. List the remedies available to one party when another party fails to perform the obligations in a contract.
6. Outline the defenses for a breach of contract suit.
7. Explain how rights and obligations under a contract may be transferred to other people.

OPTIONAL RESOURCE MATERIALS

Applied Business Law, South-Western Publishing Co.

Applied Business Law-Filmstrips and Cassettes, South-Western Publishing Co.

Business Law Principles and Practices, Houghton Mifflin Co.

Essentials of Business Law, (text-workbook) Glencoe/McGraw-Hill Publishing Co.

Understanding Business and Personal Law, Glencoe.

Local Law Library or Lawyer's Office

Current Edition of UNIFORM COMMERCIAL CODE.

LAW

Law is the set of rules that we have established to make it easier for us to live with one another. It has grown out of thousands of years of experience, and it is still growing and changing as our society grows and changes. The law affects all of us every day in almost everything we do, whether we are aware of it or not.

No one has neatly defined all aspects of the law. No society can last long without some kind of legal system. Even dictators claim to follow legal rules. Under our system, laws are designed to restrain both government and the people under that government.

The Early Background of Our Legal System - To find the roots of our American laws and procedures, you have to go way back in history. The earliest known written set of laws were in the 21st century B.C. by the Sumerians in the Tigris/Euphrates Valley. The famous Code of Hammurabi, enacted by a Babylonian king in the 18th century B.C., is largely based from these earlier laws. The next famous codification of laws was the Ten Commandments, given to the Jewish people by Moses around 1200 B.C.

You will find another important root in ancient Greece, which went far to develop the philosophy that a country should be ruled by law, not by men. The Greeks had well understood laws of property, contracts, and commerce. They also started to try legal cases before citizens; today, we call them jurors.

As the Greek culture gave way to the Roman, these basic rules gradually developed into a more complete and carefully spelled-out body of law. The Twelve Tables published in Rome in 450 B.C. were a set of moral principles and practices. Over a thousand years later, all laws were brought together and codified-Corpus Juris Civilis ("Body of Civil Laws") under the Emperor Justinian I in about 560 A.D. As the Roman empire gradually fell apart, much of Roman law became the canon law of the Roman Catholic Church. Napoleon used much of the Roman law to rule during his reign in the early 1800's. The Napoleonic Code is the basis of civil law in Louisiana, which was originally settled by the French.

Another root to our legal system is based on the Common Law. Its beginnings are tied to the history of northern Europe and Scandinavia, which were scarcely touched by the influence of the Roman Empire. It was the frequent invasion of England by other cultures and the intermixing of these cultures and beliefs by those who remained that affected their customs and rules. Although the Romans ruled Britain for almost 400 years, the development of the Justinian Code was still 100 years away when they left England. Canon law did not come to England until 600 A.D. when the English were converted to Christianity. This law of the church has been a significant factor in English legal history and acquired a name of its own--equity. Two courts presided over England: the courts of equity, which were free to apply principles of conscience, and the common-law courts, which regulated the rights of the common man.

Today, laws in the United States, with the exception of the state laws in Louisiana, are almost all based on English common law.

SOURCES OF LAW TODAY

1. Federal and State Constitutions
2. English Common Law (except in Louisiana)
3. Court Decisions
4. Statutes
5. Administrative Law

CIVIL LAW vs CRIMINAL LAW

Civil Law is a system of codified laws based on the Roman law. This division of law deals with the rights and duties of private parties. Civil laws are set up so that society can function as a whole. When a person interferes with another's rights, either by intentional act or through negligence, it is called a **tort**. If a citizen believes that his or her rights have been violated (a tort has been committed), they may file a suit or complaint against another person or business in a civil court of law.

Criminal Law is a system that is set up to protect all citizens from crime and prosecute those citizens who commit crimes within society. A **crime** is an offense against the public at large. When people commit crimes they harm not only the individual victim but all of society as well. Here, the state or federal government represents the public at large and prosecutes the one who is accused of committing the criminal action. This action takes place in a criminal court of law.

BUSINESS LAW STRATEGIES

The best way for students to learn is for them to become actively involved in the subject matter. Active student participation contributes to high interest levels, facilitates student learning, and helps achieve learning objectives. Instructional strategies could include but are not limited to: Lecture Method, Case Study, Role Playing, Analysis of Legal Documents/Newspaper and Magazine Articles, Student Reports, Guest Speakers, and Field Trips. When available, students should complete their assignments using computer applications. Selection of a particular method to use in your classroom teaching will depend upon certain variables:

1. The type of material being presented.
2. The abilities of your students.
3. Your expertise in using a particular method.
4. The need for special facilities or equipment.

The imaginative teacher will want to develop more activities and projects than those suggested in the reference materials to assist in the teaching of this section. The following suggestions should be kept in mind when developing and teaching materials for business law.

1. Be enthusiastic about your teaching and about the subject matter being covered each day.
2. Be imaginative when you develop hypothetical case problems and class activities, and try to relate them to experiences of your students.
3. When discussing cases or role playing situations, use your students' names or someone they know.
4. Keep illustrations and class activities simple but effective.
5. Be flexible in your daily routine. Be ready to adjust your plans to capture the interests of your students and include the present law-related activities in your community.
6. Duplicate unique state statutes and distribute them to students. Local public libraries have in their reference section copies of the up-to-date statutes.
7. Assign students outside assignments to research their own state statutes.

EVALUATION

Students may be evaluated in a number of different ways. These methods of evaluation could include quizzes, worksheets, case problems, group case problems, reports on cases, tests, mock trials or written case study sheets of assigned cases or contracts.

BUSINESS MATH

The Business Math unit is designed to teach students how to use the electronic calculator as well as to provide the knowledge and skills necessary to solve common business math problems. The first four items (Electronic Calculator, Estimating, Decimals and Fractions, and Percents) can be covered in two to three weeks. If an instructor chooses to spend an additional one to two weeks on the Business Math unit, items five through eight (Calculating Interest, Markups and Markdowns, Cash and Trade Discounts, and Basic Measurements) can also be covered.

1. Electronic Calculator
   - -learn to use "touch" method
   - -learn to use function keys (percent, constant, memory, etc.)

2. Estimating (Rounding)
   - -round numbers to indicated positions
   - -estimate by "rounding all the way"

3. Decimals and Fractions
   - -convert fractions to decimals; convert decimals to fractions
   - -add, subtract, multiply, and divide using decimals

4. Percents
   - -convert decimals and fractions to percents
   - -solve word problems using the percentage formula (percentage = base x rate)
   - -solve word problems for amount and percent of discount
   - -solve word problems for amount and percent of increase or decrease

5. Calculating Interest
   - -calculate simple interest using the formula Interest = Principal x Rate x Time
   - -learn the difference between simple and compound interest
   - -calculate compound interest using formula or tables

6. Markups and Markdowns
   - -compute markup based on either cost or selling price
   - -compute amount of markdown

7. Cash and Trade Discounts
   - -calculate amount of cash discount and amount due
   - -calculate amount of trade discount and amount due

8. Basic Measurements
   - -make computations using perimeter, area, volume, ounces, pounds, tons, units, dozens, gross, cwts, C, and M
   - -convert from one unit of measurement to another.

I. **TASK**: Operate electronic calculator

PERFORMANCE OBJECTIVE: Given a 10-key pad and 20 word problems requiring mathematical computation of whole numbers or dollar amounts, the student will read the problems, determine the mathematical process required to find the solutions, and use the touch method of keying to solve the problems with complete accuracy.

ENABLING OBJECTIVES:

1. Demonstrate the "touch" method for using electronic calculators.
2. Demonstrate the use of specific function keys.

II. **TASK**: Round numbers and estimate answers

PERFORMANCE OBJECTIVE: Given a list of 10 numbers, the student will round the numbers to the indicated positions with complete accuracy.

ENABLING OBJECTIVES:

1. Identify what "place" each digit is in.

PERFORMANCE OBJECTIVE: Given 10 whole number problems or dollar amount problems (add, subtract, multiply, and divide), the student will first estimate the answers to each problem and then solve the problems with complete accuracy.

ENABLING OBJECTIVES:

1. Round each number all the way (round number leaving only one non-zero digit).

III. **TASK: Compute decimals**

PERFORMANCE OBJECTIVE: Given 10 problems in the conversion of common fractions to decimals, the student will convert the fractions with complete accuracy.

ENABLING OBJECTIVES:

1. Define numerator.
2. Define denominator.
3. Divide numerator by denominator.

PERFORMANCE OBJECTIVE: Given five decimal or fraction problems for each operation (addition, subtraction, multiplication, and division), the student will solve the problems with complete accuracy.

ENABLING OBJECTIVES:

1. Convert fractions and mixed numbers to decimals.
2. Calculate answers to addition, subtraction, multiplication, and division problems involving decimals.

IV. **TASK: Compute percentages**

PERFORMANCE OBJECTIVE: Given 10 word problems where a percentage of a number is to be found, the student will compute the percentages with complete accuracy.

ENABLING OBJECTIVES:

1. Convert decimals and fractions to percents.
2. Calculate answers to addition, subtraction, multiplication, and division problems involving percentages.
3. Define Base.
4. Define Rate.
5. Define Percentage.

V. **TASK: Calculate Interest**

PERFORMANCE OBJECTIVE: Given the principal, time, and interest rate of a note, the student will calculate the amount of simple interest and the maturity value of the note with complete accuracy.

ENABLING OBJECTIVES:

1. Define Interest.
2. Define Principal.
3. Define Rate.
4. Define Time.
5. Define Maturity Value.

PERFORMANCE OBJECTIVE: Given the principal, time, and interest rate of a note, the student will calculate the amount of compound interest for a time period with complete accuracy.

ENABLING OBJECTIVES:

1. Compute rate for table look-up.
2. Compute periods for table look-up.
3. Compare and contrast simple interest and compound interest.

VI. **TASK: Compute Markups and Markdowns**

PERFORMANCE OBJECTIVE: Given an assignment to price 10 items of merchandise, the purchase price of each item, and the percentage of markup, the student will compute the selling prices with complete accuracy.

ENABLING OBJECTIVES:

1. Define markup and list formula for computing.
2. Compute markup based on cost.
3. Compute markup based on selling price.

PERFORMANCE OBJECTIVE: Given an assignment to mark down 10 items of merchandise for a special sale, the original selling price of each item, and the percentage of markdown, the student will compute the sale price with complete accuracy.

ENABLING OBJECTIVES:

1. Define markdown and list formula for computing.

VII. **TASK: Compute cash and trade discounts**

PERFORMANCE OBJECTIVE: Given five problems containing list prices and trade discount rates, the student will calculate the amount of the trade discount and the amount due with complete accuracy.

ENABLING OBJECTIVES:

1. Define trade discount.

PERFORMANCE OBJECTIVE: Given five transactions regarding sale of merchandise, with each sale allowing a percentage discount for prompt payment, the student will compute and find the amount of the cash discount and the amount due for each transaction with complete accuracy.

ENABLING OBJECTIVES:

1. Define cash discount.
2. Compare and contrast cash discounts versus trade discounts.

VIII. **TASK: Compute measurements.**

PERFORMANCE OBJECTIVE: Given 10 problems involving units of measurement, the student will convert the unit of measurement to the next smaller or the next larger unit with complete accuracy. (i.e., 1 foot = 12 inches, 1 pint =1/2 quart, etc.)

ENABLING OBJECTIVES:

1. Define units of measurement (inch, yard, cubic inch, ounce, hundredweight, quart, etc.)

PERFORMANCE OBJECTIVE: Given 15 word problems involving measurements, the student will add, subtract, multiply, or divide in order to find the answers with complete accuracy.

ENABLING OBJECTIVES:

1. Define units of measurement.
2. Add, subtract, multiply, and divide measures.

OPTIONAL RESOURCE MATERIALS

James L. Southam and Cynthia L. Nahrgang, Vocational Mathematics, South-Western.

Mathematics with Business Applications, Glencoe.

Mildred K. Polisky and James Meehan, Solving Business Problems on the Electronic Calculator, Glencoe.

Solving Business Problems on the Electronic Calculator, Glencoe.

Marketing Education Resource Center, Inc.
1375 King Avenue
P.O. Box 12226
Columbus, OH 43212-0226
Phone: (614) 486-6708

Marketing Education, IDECC:
MA-041-EN Addition and Subtraction
MA-042-EN Multiplication and Division
MA-043-EN Fractions and Percents

Electronic Calculator manual (for the model being used)

SUGGESTED TEACHING STRATEGIES

The following are suggested teaching strategies for covering the business math unit.

Operating Electronic Calculator

-Demonstrate proper keying technique, give students class time to practice.

-Use electronic calculator manuals as references for function keys.

-Require students to turn in tape (if electronic calculator is being used) in order to make sure the proper function keys are being used.

-Teach electronic calculator before Accounting unit (if both are being taught) so students can practice keying while working on accounting simulation.

Rounding numbers and estimating answers

-Give students a certain amount of monopoly money and a list of items and prices (a grocery list, for example). Give students a fixed amount of time (only a few minutes) to buy as many items as possible with the given amount of money. Students should estimate and round costs in order to quickly add items.

Computing Decimals and Calculating Percentages

-Use Accounting simulation (or related material) to make examples as "real world" as possible. Calculate percentages using financial statements (i.e., Supplies Expense is what percent of Total Expenses?)

Calculate Interest

-Have students visit local banks and gather information on rates of interest and types of accounts. Students could then make a decision about where they would invest a certain amount of money. Students should also look at how long an investment must be left in the bank in order to receive a certain interest rate.

Compute Markups and Markdowns

-Invite local businessperson as a guest speaker. Choose someone in the community who does buying and pricing for a store or chain of stores.

Compute Cash and Trade Discounts

-Use invoices from Accounting simulation (or from any simulation) to compute discounts. Real invoices could also be brought in from local businesses.

Compute Measurements

-Have students measure walls, floor space, etc. Also, show students invoices which list measurements (i.e., Price per C, Gross, cwt, etc.)

*Suggestion for grading unit: Quiz or Test

SAMPLE PROBLEMS FOR BUSINESS MATH UNIT

Electronic Calculator:

Perform the following calculations using the "touch" method on the electronic calculator.

294	389	454	$ 45.67
384	-233	454	930.14
564	345	23	- 67.08
93	-105	23	10.54
184	501	104	- 31.82

194 x 52 =
194 x 456 =
194 x 20 =
194 x 483 =

483 x104

204 x 29

84 / 29 =

294 / 13 =

1049
382
4834

------ Subtotal

22% x 300 =

384 / 50% =

4849
284
19

------ Total

Solve the following problems using the memory function of the electronic calculator.

194	394	189
x72	x 103	x 54

_____ Grand Total

5849 / 24 =
249 / 36 =
220 / 13 =
Grand Total _____

Estimating and Rounding:

Round to the nearest tenth:	.1789
Round to the nearest hundredth:	.2043
Round to the nearest thousand:	45,780
Round all the way:	893

Socks cost $2.85 per pair, and you want to order 50 pairs. Estimate how much this order will cost, and then calculate the exact amount.

Decimals and Fractions:

Convert to decimals.

2/5 = 3/4 = 1/5 =

Given the following payroll register, compute the Gross Pay for each employee.

Employee	Hours Worked	Hourly Rate	Gross Pay
Archie A.	34 1/3	$ 4.85	
Bobby B.	39 3/4	5.55	
Charlie C.	36 1/4	4.65	

Percents:

Convert to percentages.

4/5 = .754 = 35/76 =

Solve the following using the formula Percentage = Base x Rate.

At Clothes 'R' Us, each salesperson receives a 3% commission on his or her sales. If you sold an outfit for $105.86, what would be the amount of your commission?

Last year, sales in your company totaled $250,000. This year, however, sales totaled only $175,000. Calculate the amount of decrease in sales, as well as the percent decrease in sales between the two years.

The company you regularly order office supplies from has decided to give you a discount for being a valued customer. If you order 2,500 envelopes and letterhead, the cost to you will be $35.95. The regular cost is $42.75. Calculate the amount of the discount as well as the percent of the discount.

Calculating Interest:

In order to meet business expenses, it is necessary for your company to take out a loan for $15,000. Local Bank has agreed to loan you the money for 18 months at 11% interest. Calculate the cost of the interest as well as the maturity value of the loan.

You have the opportunity to deposit $32,000 in an account earning 12% compounded semi-annually. How much money will be in the account at the end of 4 years?

Computing Markups and Markdowns:

A shipment of T.V.s has arrived at your store, and you need to price them. Each T.V. costs you $280, and you want a 35% markup based on cost. Calculate the selling price that should be marked on each T.V.

In order to get ready for the "Spring Fever Sale", you need to mark prices on all the sale merchandise. If a coat regularly sells for $180 and there is to be a 20% discount, what is the sale price of the coat?

Compute Cash and Trade Discounts:

You need to buy a new desk for your office. While checking prices with various office furniture suppliers, you notice that one offers a trade discount. The desk's list price is $680, with a trade discount rate of 15%. If you bought the desk from this supplier, how much would it cost?

The bookkeeper for your business receives an invoice, dated Jan. 10, for $1,500 for equipment purchased on credit. The terms of sale are 1/10, n/30. If the bill were paid on Jan. 15, what would be the amount of the cash discount, as well as the amount due?

Compute Measurements

What is the cost of 600 pounds at $80 per ton?

ANSWERS TO SAMPLE QUESTIONS

Estimating and Rounding

.2
.20
46,000
900

Estimate: $150 Actual: $142.50

Decimals and Fractions

.4 .75 .2

Archie A.: $166.50
Bobby B.: 220.61
Charlie C.: 168.56

Percents

80% 75.4% 46.05%

Commission = $3.18
Amount: $75,000 Percent: 30%
Amount: $6.80 Percent: 15.9%

Calculating Interest

Interest: $2,475 Maturity Value: $17, 475
At end of 4 years: $51,001.60

Computing Markups and Markdowns

Selling Price for TV: $378 Sale Price of Coat: $144

Compute Cash and Trade Discounts

Cost of Desk: $578
Amount of Discount: $15 Amount Due: $1,485

Compute Measurements

Cost: $24

CAREER AWARENESS

Career Awareness is a unit designed to provide information about the world of work that young adults need to prepare for a well-informed choice. It offers a way of learning more about themselves. It aims to build career awareness by means of occupational narratives, evaluative questions, and activities. The unit stresses the importance of "knowing yourself" when considering a career. The Career Awareness unit will take between one to two weeks to present.

I. **TASK**: Identify personal values related to work and career

PERFORMANCE OBJECTIVE: Given self-directed exercises, the student will identify personal attitudes related to work and career.

SOURCE MATERIALS:

Career Information System (CIS)
Business Technology Curriculum Guide
The Self-Directed Search (personal survey)

SUGGESTED ACTIVITIES: (1 week)

See suggestions and strategies for Tasks 1 and 2 in **Business Technology Handbook**.

1. List positive and negative attitudes people have towards their working conditions.
2. Using units on self-concept, have the students list their own strengths and weaknesses.
3. Recognize personal attitudes related to careers.
4. Handouts on career awareness.

ENABLING OBJECTIVES:

1. Identify positive and negative attitudes concerning working conditions
2. Recognize individual strengths and weaknesses
3. Recognize personal attitudes related to careers

II. **TASK**: Identify personal job-related skills and abilities

PERFORMANCE OBJECTIVES: Given self-directed exercises, the student will identify personal skills and abilities related to work and careers.

SUGGESTED ACTIVITIES: (1 day)

1. Have the students list their accomplishments, interests, and values.

ENABLING OBJECTIVES:

1. Identify personal accomplishments, experiences, interests and values

III. **TASK**: Compare personal attitudes and skills with a particular career(s).

PERFORMANCE OBJECTIVE: The student will select a career which is compatible with his/her likes and abilities.

SUGGESTED ACTIVITIES:

See suggestions and strategies for Tasks 1 and 2 in **Business Technology Curriculum Guide**.

1. Students should take interest inventory assessment.
2. Using outcome of inventory test, determine job interests.
3. Use CIS to determine career preparation.

ENABLING OBJECTIVES:

1. Compare personal characteristics in relation to careers
2. Compare job characteristics in relative to personal characteristics
3. Identify ways to prepare for a particular career
4. Identify schools and courses related to particular career

*NOTE--It is strongly suggested for Task III that the Quest program in the Idaho Career Information System (CIS) be used.

OPTIONAL RESOURCE MATERIALS

Business in an Information Economy, Glencoe.

Dictionary of Occupational Titles. U.S. Department of Labor, Employment and Training Administration.

Exploring Careers. U.S. Department of Labor, Bureau of Labor Statistics.

Idaho Career Information System (CIS) Resource Manual and Software.

Introduction to Business, Our Business and Economic World, Glencoe.

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.

Succeeding in the World of Work, Glencoe.

Your Job--Selecting, Getting, Keeping, Changing. Youth Employment Competencies for Idaho Division of Vocational Education.

SUGGESTIONS AND STRATEGIES

TASK 1 & 2

Several personal assessment tests could be administered to identify personal values related to work and career and personal job-related skills and abilities.

Examples of these personal assessment tests are:

Strong-Campbell Interest Inventory
Myers-Briggs Type Indicators
Kuder Occupational Interest Survey
Sixteen Personality Factor Questionnaire
Edwards Personal Preference Schedule

A suggested self-directed exercise could resemble the following exercise:

1. List 10 things you would like to achieve before you die
2. Write 10 answers to the question: "If I had $1,000,000 I would..."
3. List 10 things you prefer and enjoy doing. Prioritize your list.
4. Identify 10 working conditions which you view as negative. Prioritize your list.
5. Identify 10 working conditions which you view as positive. Prioritize your list.
6. Check as many of the following work values you feel are desirable in your employment:
7. Write an essay of your ideal job.

TASK 3

Use the CIS software program along with the resource manual to administer the QUEST.

Suggested exercises that compliment the CIS QUEST program can be found in Your Job--Selecting, Getting, Keeping, Changing.

CAREER AWARENESS

I. CAREER AWARENESS-WHAT IS IT?

Career awareness is the joining of academic and learning activities to foster career development. It combines educational skills with the world of work. Students formulate a plan to see why the classes they are taking today will assist them in reaching their career goal tomorrow.

II. CAREER AWARENESS-WHEN DOES IT BEGIN?

Career Awareness begins from childhood and extends into old age. According to Eli Ginzberg, career awareness is developed in the following stages:

At a childhood level, you fantasize about different careers (i.e. movie star, emulating your parents or a similar role model). You do not normally develop a career plan, but are becoming aware of different opportunities available.

From fourth grade level to junior high, you begin to become more interested in the job descriptions behind each role.

At the later high school level, you should begin evaluating your goals and becoming aware of your own self-interests. A plan for your future should begin formulating.

III. WHEN DOES THE MAGIC LIGHT BULB GO ON TELLING ME WHAT I SHOULD BE?

NO magic time exists. At the time you are handed your diploma and cross the auditorium floor, a genie will not whisper in your ear to tell you what you should be or should not be. It is a myth that sometime between the ages of 16-24 a person all of a sudden "knows" what he/she wants to be.

You cannot take one of the numerous "tests" and have it tell you exactly what career is right for you. It all begins with a plan of self-evaluation. For example, are you any of the following:

MECHANICAL:	Like to build models, sew, repair, or design.
COMPUTATIONAL:	Numbers and mathematical equations are appealing.
VERBAL:	Words are interesting; you enjoy reading or writing.

SALES:	You work for personal profit and selling is motivating. You like to use your persuasive powers.
CLERICAL:	Communication appeals to you in respect to business. You enjoy producing reports or organizing documents.
SOCIAL:	You want to help others and are a good listener.
SCIENTIFIC:	A curiosity about new products, processes, and ideas. Do you like to collect biological items, or do lab experiments?
THE ARTS:	Activities concerning music, creative works, dancing, and performing are enjoyable.

IV. VOCATIONAL EDUCATION:

Vocational education has been around for centuries. It was how early British schools were run. Schools were specialized in medicine, engineering, woodworking, etc. Apprenticeships and hands-on training were emphasized. Later, vocational education developed a relationship with reform schools as young men and women were taught specialized courses while rehabilitation attempts were being made. Unfortunately, the term vocational took on negative connotations and is linked unfavorably to being a school or program for "dumb kids."

Nothing is further from the truth. Vocational institutions train students for the "world of work". The main emphasis is on teaching those skills which the student will use. Hands-on (OJT or On-the-Job-Training) and experienced instructors are vital. Vocational education plays an important role in American and foreign education.

V. ACADEMIC EDUCATION:

Academic education is based on the theory that a "well-rounded" individual contributes more to society. It believes that everyone should have some knowledge of the arts, humanities, sciences, etc., even though they may not be part of the students interests. Theories are stressed rather than hands-on experience. Academic education has been caught in a large debate in recent years as policy makers push more academic subjects into the high school curriculum with less time available for electives and hands-on experience.

VI. In 1978, the following were the motivational factors for obtaining a college education:

75% to get a better job

60% to make more money

58% to get a general education

57% to met new and interesting people

YET:

Many future careers will require limited or no college education as the service sector grows.

Sixty-percent of high school seniors stated that they "would like more practical work experience".

Employers want schools to teach more about work ethic, creativity, and practical skills which can be applied to entry-level positions.

A FEW REMINDERS WHEN LOOKING AT A CAREER

A "career" by itself, will not bring you happiness but if you choose the right career for yourself, combining your values, ethics, wants, skills, and abilities, you can go a long way toward enhancing your chances of a successful and happy life. If you spend the next eight years of your life to become a physician, but you hate working weekends and holidays, dislike blood, can't stand to be around people all the time, and detest wearing a uniform, you will probably not get much satisfaction even though your salary is substantial. "Money doesn't buy everything," is very true when it comes to career choices.

Your values and ethics greatly influence your career choices. Economics and salary are only a small part of making a career decision.

Work is often times viewed as an unpleasant necessity in American society, but it need not be. You will spend the majority of your life in the workforce, so if that is the case, why not make it the most important decision in your life? You need to look at work as more than a 9-to-5 job with the only benefit being a paycheck after two weeks.

What you choose today will effect not only your income but your mental and physical health as well. People who dislike their jobs are more likely to suffer illness than people who enjoy what they do. Even if your career is not fully satisfying, you should maintain leisure activities which stimulate and satisfy your other interests in life.

Let's say you like to sew but know that your abilities will not allow you to become a designer. You choose a career instead as a secretary. You should still sew in your free time if that is a part of your life you need and want. The personal satisfaction you gain from it can outweigh the negative impact that you are not able to do it as a living.

ENTREPRENEURSHIP

The Entrepreneurship unit in the Business Technology course covers the concept of entrepreneurship including analysis, organization, and financing of a proposed business.

This unit is designed to be presented in two weeks.

A. What is an entrepreneur?
B. Types of business.
C. Analysis of a proposed business.
D. Financing a business.
E. Marketing a business.

I. **TASK:** Recognize entrepreneurial concepts

PERFORMANCE OBJECTIVE: Given definitions of and information on characteristics of an entrepreneur and small business, the student will recognize entrepreneurial concepts as they relate to specific terms.

ENABLING OBJECTIVES:

1. Describe the opportunities of being an entrepreneur.
2. Describe the qualities of a successful entrepreneur.
3. Explain the economic contribution of small business to the American economy.

II. **TASK:** Describe unique characteristics of sole proprietorship, partnerships, and corporations.

PERFORMANCE OBJECTIVE: Given the characteristics of sole proprietorship, partnerships, corporations, and franchises and the legal issues involved, the student will recognize at least three unique advantages and disadvantages of each type of business.

ENABLING OBJECTIVES:

1. The student will recognize the unique advantages and disadvantages of each.
2. The student will list the benefits and liabilities of single proprietorship.

III. **TASK:** Analyze a proposed business.

PERFORMANCE OBJECTIVE: Given past and current business practices for a specific type of business, the student will analyze the potential for success and give reasons for failure of the business.

ENABLING OBJECTIVE:

1. Analyze trends to determine the potential for success and reasons for failure of the business.

IV. **TASK:** Describe financing of a business by identifying capital needs, sources of capital, and developing draft quality business and financing plans.

PERFORMANCE OBJECTIVE: Given issues involved in obtaining initial capital and credit, the student will describe the financial needs of the business and prepare a draft quality finance plan.

ENABLING OBJECTIVES:

1. Describe the financial/capital needs of a firm.
2. List sources of funding/capital.
3. Describe procedures for establishing a line of credit.

PERFORMANCE OBJECTIVE: Given a description of a business plan for the proposed business, the student will prepare a draft quality business plan.

ENABLING OBJECTIVES:

1. Estimate financial needs for the first three months of business.
2. List the start-up costs.
3. Prepare a cash budget for the first 12 months of business.

V. **TASK:** Describe a marketing plan.

PERFORMANCE OBJECTIVE: Given information on types of business ownership, marketing strategies, and a proposed business, the student will prepare a draft quality marketing plan according to standards show in classroom example.

ENABLING OBJECTIVES:

1. Decide which form of business ownership will be the best for their new business.
2. Identify the various marketing decisions that must be made.

VI. **TASK:** Apply entrepreneurial knowledge in some appropriate way.

SUGGESTED TEACHING STRATEGIES

I. Discussion of entrepreneur.
Energetic guest speakers who own their own business.
Read current publications regarding entrepreneurship and report on current issues.

II. Discussion of different types of business.
Classroom brainstorming on advantages and disadvantages.
Looking at local businesses from each type of business (ie. sole proprietor, partnership, corporation).

III. Use a business simulation. Keep local flavor to encourage interest.
Interview local business people to determine why they are successful--relate to simulation business.

IV. Guest speakers from SCORE and Economic Development Council.
Guest speaker from local banks.
Encourage student interaction/role playing with speakers.

V. Show sample marketing plans.
Let students draft a plan for their simulation business.

Misc. suggestions:

Use computer when drafting financial, business and marketing plans if possible.
Use current technology (ie. camcorder, computer, vcr, etc.) whenever possible.
Use Entrepreneurship workbooks from South-Western and Glencoe as resources.

SUGGESTED EVALUATION OF STUDENT

Comprehensive test at end of unit (50%)
Participation and result of work on simulation (50%)

OPTIONAL RESOURCE MATERIALS

Business in an Information Economy, Glencoe.

Hutt, Roger W. Entrepreneurship, South-Western Publishing Company.

Ely, Bums and Popo. Entrepreneurship.

Entrepreneurship and Small Business Management, Glencoe.

Entrepreneurial Endeavors, Glencoe.

Entrepreneurship, Glencoe.

Introduction to Business, Our Business and Economic World, Glencoe.

MarkED Resource Center, IDECC:

MARKETING AND BUSINESS LAPS
MB-001-CS Marketing
MB-004-CS Marketing Strategies
EM-012-CS Market Identification
EM-017-CS Business and Society

ECONOMICS LAPs
EC-003-CS Business Risk
EC-008-CS Competition
EC-009-SP Business Cycles
EC-010-CS Goods and Services
EM-015-CS Private Enterprise
EM-016-CS Gov't/Business Interaction

ADDITIONAL LAPs
RM-001-SU Risk Management

ENTREPRENEURSHIP

SUPPLEMENTAL TEACHING MATERIALS

I. PROFESSIONAL/PERSONAL (LEADERSHIP) DEVELOPMENT

A. Abilities and Traits
   1. Attendance
   2. Punctuality
   3. Positive self-image
   4. Dependability
   5. Cooperation
   6. Enthusiasm
   7. Honesty
   8. Initiative
   9. Safety-consciousness
   10. Flexibility
   11. Tact
   12. Sense of Humor

B. Skills
   1. Follow written and oral directions
   2. Maintain an organized work area
   3. Make independent decisions
   4. Work with others
   5. Manage time
   6. Handle criticism
   7. Set goals

C. Application--Business Simulation
   1. Employment
      a. related careers
      b. getting a job
      c. grooming and attire
   2. Office systems and procedures

II. UNDERSTANDING THE NATURE OF SMALL BUSINESS

The student will:
1. define a small business.
2. identify the different types of small business.
3. describe how small business contribute to the American way of life.
4. describe what role small businesses play in the American economic system.
5. identify the major factors contributing to the success of a small business.

III. DETERMINING YOUR POTENTIAL AS AN ENTREPRENEUR

The student will:

1. define entrepreneurship.
2. recognize the personal qualities and skills needed to become a successful entrepreneur.
3. compare the advantages of owning a business with the advantages of working for someone else.
4. assess their own ability to be a successful entrepreneur.

IV. DEVELOPING THE BUSINESS PLAN

The student will:

1. identify the reasons for planning for entrepreneurship.
2. identify the components of a business plan.
3. complete a business plan worksheet.

V. OBTAINING TECHNICAL ASSISTANCE

The student will:

1. discuss how technical assistance can help the entrepreneur.
2. identify the components of a business plan.
3. know where to find technical assistance.

VI. CHOOSING THE TYPE OF OWNERSHIP

The student will:

1. describe sole proprietorships, partnerships, corporations, cooperatives, and franchises.
2. identify examples from their own community of each of the types of business ownership.
3. know where to find technical assistance.

VII. PLANNING THE MARKET STRATEGY

The student will:

1. discuss the economic concepts that influence marketing decisions.
2. identify important marketing activities.
3. explain how marketing aids business people and consumers.
4. define the terms "target market" and "market mix".
5. summarize the steps to be completed in developing a marketing plan.

VIII. LOCATING THE BUSINESS

The student will:

1. explain the importance of selecting the right business site.
2. identify important marketing activities.
3. determine advantages and disadvantages of different types of business locations (isolated, central business district, neighborhood, shopping center, etc.)
4. describe terms of occupancy contracts for a business.

IX. FINANCING THE BUSINESS

The student will:

1. explain the importance of selecting the right business site.
2. list the different types of costs that must be considered when starting a new business.
3. explain the two major methods of financing a new business.
4. identify the various sources for obtaining financing for a new business.
5. list the financial statements that should be included in a business plan.

X. DEALING WITH LEGAL ISSUES

The student will:

1. describe why a basic understanding of legal issues is important to the small business owner/manager.
2. define the term "contract"
3. identify the conditions that call for a written contract.
4. name and describe the five essential components of a contract.

XI. COMPLYING WITH GOVERNMENT REGULATIONS

The student will:

1. summarize the importance of government rules and regulations to the individual entrepreneur.
2. classify legislation according to whom it is designed to protect.
3. explain at least three types of federal, state, and local taxes affecting small business.

XII. MANAGING THE BUSINESS

The student will:

1. explain the role of management in operating a business.
2. list the steps involved in the decision-making process.
3. define and explain the functions of management.
4. identify rewards and problems of the management role.

XIII. MANAGING HUMAN RESOURCES

The student will:

1. define human resource management.
2. explain the importance of human resource management as it relates to the success of a business.
3. identify the various responsibilities that make up human resource management.
4. describe the obligations employers have to employees.

XIV. PROMOTING THE BUSINESS

The student will:

1. define the concept of promotion.
2. compare the major methods of promotion used by small business.
3. describe the relationship between promotion and other business decisions.
4. list the decisions that must be made when completing a promotional plan.
5. justify the importance of a public relations program for a small business.

XV. MANAGING SALES EFFORTS

The student will:

1. discuss the role of selling in different types of small business.
2. define selling as stated be the American Marketing Association.
3. describe what salespeople need to know about their customers to be successful at selling.
4. describe what salespeople need to know about themselves to be successful at selling.

XVI. KEEPING THE BUSINESS RECORDS

The student will:

1. identify the reasons for keeping business records.
2. identify the elements f a sound record-keeping system.
3. describe the difference between a single-entry recordkeeping system and the double-entry system.
4. describe the uses of the checkbook in recordkeeping.
5. identify suitable recording forms for accounts receivable.
6. reconcile a bank statement.
7. develop a simple record-keeping system for payroll.

XVII. MANAGING THE FINANCES

The student will:

1. explain the importance of financial management.
2. describe the components of a balance sheet.
3. differentiate between current and fixed assets-current and fixed liabilities.
4. describe the components of a profit and loss statement.
5. identify methods of calculating selected financial rations.
6. identify sources of financial ratio data.
7. identify the activities associated with electronic data processing and financial analysis.

XVIII. MANAGING CUSTOMER CREDIT AND COLLECTIONS

The student will:

1. identify reasons for offering credit.
2. consider basic policies for use.
3. determine their own rules for deciding about people who apply for credit
4. identify features of credit card plans.
5. identify basic types of direct credit plans.
6. determine how they can use a cost/benefit analysis for direct credit card plans.

XIX. PROTECTING THE BUSINESS

The student will:

1. list the most common types of business crime.
2. list other types of risk faced by entrepreneurs.
3. explain the need for protection against such risks.
4. discuss what entrepreneurs can do to protect themselves against risks and the losses they may cause.

SUGGESTED PROFESSIONAL/LEADERSHIP ACTIVITIES

1. Officer of a school organization (DECA, Business Professionals of America)
2. Member of a school organization (DECA, Business Professionals of America, where dues are paid)
3. Attendance at a school organization conference: (District and State Leadership Conferences).
4. Participate in school organization fund raiser.
5. Attend a school organization meeting.
6. Ninety percent of Excellence Points.
7. Prepare a bulletin board for classroom.
8. Arrange for a guest speaker.
9. Introduce a guest speaker.
10. Volunteer to work on a student body or school organization committee.
11. Volunteer for a community service/charity activity.
12. Attend a meeting of a professional organization (Kiwanis, Advisory Committee, Chamber of Commerce, Rotary Club, etc.)
13. Interview a person in a business position not employed in an educational position.
14. Review, with written/oral presentation, the history of a professional organization or vocational organization (officers, duties, constitution, etc.).

GENERAL BUSINESS

The unit on General Business is designed to last approximately 2-3 weeks. It will give the student an overview of business' role in society. The Environment of Business, the Forms of Business, and the Free Enterprise System are to be covered.

I. **TASK**: Define business and how it operates.

PERFORMANCE OBJECTIVE: Given a unit of information, discuss "What is business?".

ENABLING OBJECTIVES:

II. **TASK**: Describe the environment in which business operates.

PERFORMANCE OBJECTIVE: Given a unit of information, discuss the social environment of business.

ENABLING OBJECTIVES:

1. Explain three elements of the changing nature of the population of the United States.
2. Discuss three major social problems and explain how they affect business.
3. Identify two of the values of people which have influenced business and government.

PERFORMANCE OBJECTIVE: Given a unit of instruction, discuss the legal environment of business.

ENABLING OBJECTIVES:

1. Explain three federal laws regarding control and promotion of competition.
2. Identify two examples of how the government protects the public.
3. Discuss three methods used by state and local governments to regulate business.

PERFORMANCE OBJECTIVE: Given a unit of instruction, discuss the international environment of business.

ENABLING OBJECTIVES:

1. Identify three elements which affect international trade.
2. Explain the elements as they relate to the "World of Business."

PERFORMANCE OBJECTIVE: Given a unit of instruction, discuss the natural resource environment of business.

ENABLING OBJECTIVES:

1. Identify 10 natural resources.
2. Identify 5 ways business and industry are destroying natural resources.
3. Define and explain the EPA
4. Explain two reasons why business is concerned about energy and pollution problems.

III. **TASK**: Describe the Free Enterprise System.

PERFORMANCE OBJECTIVE: Given a unit of instruction, the student will describe the Free Enterprise System.

ENABLING OBJECTIVES:

1. Describe the characteristics of the free enterprise system.
2. Describe private property, price system, and competition.

IV. **TASK**: Distinguish among corporations, partnerships, and sole proprietorships.

PERFORMANCE OBJECTIVE: Given a unit of information, the student will describe a corporation, partnership and sole proprietorship.

ENABLING OBJECTIVES:

1. Explain the unique characteristics of a corporation.
2. Explain the unique characteristics of a partnership.
3. Explain the unique characteristics of a sole proprietorship.

OPTIONAL RESOURCE MATERIALS

Conver, Gordon, Ramstetter, Business Dynamics, Glencoe Publishing Co.

Everard & Burrow, Business Principles and Management, South-Western Publishing Co., Cincinnati, Ohio.

Introduction to Business, Our Business and Economic World, Glencoe.

Marketing Education, IDECC:

EM-017-CS Business and Society
EC-004-SP International Trade
EM-004-CS Economic Resources
EM-015-CS Private Enterprise
EM-016-CS Government/Business Interaction

SUGGESTED TEACHING STRATEGIES

Teaching STRATEGIES which might be used are Lecture, Guest Speakers, Video Tapes, Local and National Television News Reports, and Current Articles. The student should be required to use current technology when ever possible, (camcorders, VCR's, computers, typewriters, etc).

I. TASK: Describe the environment in which business operates.

1. Read current articles
2. Explore demographic journals
3. List 10 personal values which might affect a business
4. Look up three federal laws which control or promote business competition
5. Watch local and national television reports
6. List 10 natural resources
7. List 5 companies who violate or destroy natural resources, and explain how.
8. Write to the EPA for a brochure
9. Interview local merchants; ask why they might or might not be concerned with energy and pollution.

II. TASK: Describe the Free Enterprise System

1. List three characteristics of a Free Enterprise System
2. Define the terms Private Property, Price System, and Competition
3. Match 10 terms with the correct definitions
4. Report on a local current article regarding the Free Enterprise System

III. TASK: Distinguish among Corporation, Partnership, and Sole Proprietorship

1. Define the terms corporation, partnership, and sole proprietorship
2. Visit a local corporation, partnership and a sole proprietorship
3. List three advantages for each form
4. List three disadvantages for each form

SUGGESTIONS FOR EVALUATION

The student would be required to write a comprehensive summary of the unit. This would be keyboarded using correct grammar and punctuation. Participation would account for 50% for the unit grade, class projects 25% and the comprehensive summary 25%. The Business Technology course is designed to encompass the student with hands-on learning.

GENERAL BUSINESS

SUPPLEMENTAL TEACHING MATERIALS

TASK I

I. **What is a Business ?**

A. Beginning Activity: Have students complete the following incomplete sentence; ask students to write a minimum of three answers to the question.

A business is_____.

Discussion: A business is an organization that produces or distributes a good or service. Every business engages in at least three major activities:

1. Production-This involves making a product or providing a service

2. Marketing-This deals with how goods or services are exchanged between producers and consumers.

3. Finance-This deals with all money matters related to running a business.

B. Types of Business-There are basically two main types of business

1. Industrial Business-These are businesses that produce goods (mining, manufacturing, construction, etc).

2. Commercial Business-These are businesses that are involved with
   (a) Marketing-wholesalers and retailers
   (b) Finance-banks, insurance and investment companies
   (c) Service-restaurants, videos stores, transportation, utilities companies

II. **The Environment of Business**

A. Social

The business society can be observed from a number of different viewpoints: social, economical, or legal. Each factor has its own impact on how we conduct business and how society operates. As a major element of society, business affects people in a materialistic way. Society, in turn, influences the

conduct of business. Therefore, one must be aware of the social forces shaping business when studying business principles and management.

Since businesses do not operate in a vacuum, problems experienced by the business are usually interwoven with societal problems. There are a number of factors that affect business operations:

1. Population
   (a) Growth/decline
   (b) Changing (birth rates)
   baby boom 1945-1965
   baby bust 1965-
   (c) Moving

2. Employment/Labor Force

3. Education

4. Equality/Inequality
   (a) Racial
   (b) Sexual

5. Comparable Worth

6. Poverty

7. Shortage of Natural Resources

8. Pollution

9. Changing Values and Attitudes
   (a) Traditional customs and practices
   (b) Work vs Leisure

Possible Solutions to these Social Problems:

1. Social Awareness and Responsibility

2. Treatment of Workers

3. Treatment of Customers

B. Legal

Laws that regulate business cover both products and services. They govern the relationships of businesses with competitors, employees, consumers, and the general public. Government helps to encourage the free enterprise system by controlling businesses in a number of ways:

1. **Regulating and Maintaining Competition**-Competition is the rivalry among companies for customer dollars. Competition, however, is not always fair and equitable left to its own devices. Government has passed a number of laws and created regulations to enforce these laws in order to preserve fair competition:

   (a) Sherman Antitrust Act (1890)

   (b) Clayton Act (1914)

   (c) Robinson-Patman Act (1936)

   (d) Wheeler-Lea Act (1938)

   Controlling Monopolies-A monopoly is when competition is lacking for a product or service, or when producers are able to control the supply of goods or services. When a producer maintains a monopoly, the producer can control the supply and price of the good or service. In actuality, there are few monopolies because of the effectiveness of competition.

   There are some instances where a monopoly may be desirable. This usually involves the provision of public services, which have a stable demand and are fairly costly to create. One example would be public utilities (gas, electricity, postal system, etc).

   The government regulates which businesses are granted a monopoly, the price the business can charge for their good or services, and the general policies within the company.

   Promoting Fair Competition-One way to promote competition is to limit the number of monopolies created and controlled by the government. A monopoly can result when a business lowers its prices so low that it drives out the competition. Monopolies can be agreements between competitors to set selling prices. The government has set up laws and regulations to stop these types of monopolies.

   The Federal Trade Commission (FTC) was created as the result of businesses demanding protection from unfair methods of competition. The FTC administers most of the federal laws that deal with fair competition.

2. **Regulating and Protecting Business and the Public**

   (a) Federal Communications Commission-regulates radio, TV, telephone, telegraph, and satellite communication.
   (b) Federal Power Commission-regulates electric power and natural gas services.

(c) Food and Drug Administration-regulates the content and administering of foods, drugs, medical devices, cosmetics, and veterinary products.
(d) Securities and Exchange Commission-regulates the purchase and exchange of stocks and bonds.
(e) Patent-agreement in which the federal government gives the inventor the sole right for 17 years to make, use, and sell an invention.
(f) Copyright-similar to a patent; gives the author the sole right to reproduce, publish, and sell literary or artistic work for the life of the author plus 50 years.
(g) Trademark-a distinguishing name, symbol, or special mark placed on a good or service which is legally reserved for the sole use of the owner.

3. **State and Local Regulations**

(a) Interstate commerce
(b) Intrastate commerce
(c) Licensing
(d) Public franchise
(e) Building codes and zoning

4. **Business Taxes**

C. International Business

1. **Exports-** This is the selling of goods or services to other nations. Exports allow for greater job opportunities for those nations which trade with one another.

2. **Imports-** This is the buying of goods or services from other nations. Imports are essential to the welfare of the people.

3. **Benefits from International Trade**

(a) Political gains
(b) Better variety and quantity of goods and services
(c) An improved standard of living
(d) Lower prices
(e) Availability of scarce resources
(f) Exchange of technology
(g) Increased receipts for shipping and tourism

4. **Balance of Trade**

(a) Trade Surplus-This is when the amount paid for imports exceeds the amount gained from exports.

(b) Trade Deficit-This is when the amount gained from exports exceeds the amount paid for imports

5. **Steps to Protect Producers Against Low Foreign Prices**

(a) Operate American factories in foreign countries
(b) Buy lower-priced foreign parts to be used in American products
(c) Buy lower-priced foreign products and put American labels on them

6. **Types of Trade Restrictions**

(a) Tariffs
(b) Quotas
(c) Licenses
(d) Product standards

D. Natural Resources

Natural economic resources are anything that is used to reproduce or create goods and services. Natural resources include land, oil, minerals, trees, animals, etc. These are the basic elements which are combined in various ways to create goods.

1. **Factors of Production**

(a) Raw materials
(b) Labor
(c) Factories
(d) Climate and soil

2. **Why are Natural Resources Limited?**

(a) Boundaries
(b) Difficult and costly to obtain
(c) Lack of technology
(d) Supply problems
(e) Weather conditions

3. **Why are Human Resources Limited?**

(a) Unwilling to Work
(b) Shortages in certain jobs
lack training or skills
lack interest
changing demographics
(c) Unavailable

4. **Why are Capital Goods Limited?**

(a) Limited Technology
(b) Availability of labor, natural resources, money

5. **Responses to Limited Natural Resources?**

(a) Find other sources
(b) Find alternative resource
(c) Conserve resource
(d) Pay higher price for resource

6. **Responses to Limited Human Resources**

(a) Offer higher wages
(b) Offer training and retraining
(c) Increase promotions
(d) Find new sources (import)
(e) Increase automation
(f) Increase technology
(g) Offer employ-assistance programs
(h) Offer education and re-education programs
(i) Offer benefits
(j) Offer flex-time
(k) Offer shared time

7. **Responses to Limited Capital Goods**

(a) Maintain the capital good
(b) Change inventory procedures
(c) Find alternative capital goods
(d) Modify current technology

HUMAN RELATIONS

The Human Relations unit can be integrated throughout the Business Technology course especially in Sales, Marketing and Communications or can be taught as a separate unit in two to three weeks.

Human relations involves the study of relationships. The unit should be designed to impress upon students that working relationships must be built and maintained. Next to productivity, human relations skills are an employees greatest responsibility. The human relations unit provides the instructor an opportunity to use case problems, a variety of videos, role play activities, and engage students in lively classroom discussions.

I. **TASK**: Relate the importance of adopting a healthy life style and acquiring desirable personal traits to being successful in business.

PERFORMANCE OBJECTIVE: Given a case problem, the student will identify desirable personal traits.

SUGGESTED ACTIVITIES:

1. **ADJUST TO CHANGE**
   Role playing situations requiring change.
   Scenario example: Your company has hired a new manager. The manager expects your duties to change. Role play your meeting with the new manager to work this out.

2. **DEMONSTRATE PROBLEM SOLVING TECHNIQUES**
   Scenario example: If you are extremely dissatisfied with the services of one of your suppliers, how would you go about getting the supplier to change if you were in charge.

3. **DEVELOP PERSONAL SHORT- AND LONG-RANGE GOALS**
   There are good tapes, audio and VCR, on goal setting.
   Have students write goals, steps to reach goals, sign contracts for goals, and follow up on them.

4. **RECOGNIZE THE EFFECTS OF STRESS**
   Guest speaker from counselor sector of community.
   This can be combined with No. 5.

5. **UNDERSTANDING THE IMPORTANCE OF REGULAR EXERCISE AND PROPER NUTRITION**
   Guest speakers
   Have students keep track of both exercise and intake of food for a period of time. Encourage an improvement of both.
   Then follow up with an evaluation of stress levels, feelings, and energy.

6. **DEVELOP PERSONAL TIME MANAGEMENT PLAN**
   Keep track of time for one week.
   Write down non-negotiable activities for a period of time (one month). Fill in variable time slots. Finish with optional time slots. Be sure students include time for relaxation.

7. **DEMONSTRATE APPROPRIATE APPEARANCE AND HYGIENE**

8. **RECOGNIZE THE IMPORTANCE OF ACQUIRING DESIRABLE TRAITS**
   A good reference for this topic is Personality Development for Work.

ENABLING OBJECTIVES:

- Listed with each suggested activity.

II. TASK: Develop human relations skills and attitudes necessary to work with employers, fellow employees and customers.

PERFORMANCE OBJECTIVE: Given a case problem and classroom discussion the student will identify attitudes businesses desire.

SUGGESTED ACTIVITIES:

1. **DEVELOP A VERTICAL AND HORIZONTAL JOB RELATIONS LINE**
   Students could develop strategy to improve relations with some family member, co-worker, employer, or teacher.

2. **UNDERSTAND THE PSYCHOLOGY BEHIND THE RUMOR MILL**
   Additional materials may be needed.

3. **RELATE ABSENTEEISM TO HUMAN RELATIONS**
   Role play, discussion or writing activity with a scenario involving absenteeism creating problems in the workplace. Example-a co-worker must frequently do someone's job because of attendance problems.

4. **UNDERSTAND THE PROPER WAY TO LEAVE A JOB**
   Additional materials may be needed.

Personal and Life Style

adjusting to change
problem solving
goal setting
stress management
exercise and nutrition
time management
personal appearance hygiene
desirable personal traits
dependability
honesty and integrity
loyalty
positive attitude
enthusiasm
accepting criticism

People Skills

. vertical and horizontal working relationships
productivity
rumor mill
teasing and testing
absenteeism and human relations
failure to listen
changing jobs
notice
letter of resignation

EVALUATION-Students in the human relations unit can be evaluated using tests, quizzes, journals, and participation in roll playing activities.

OPTIONAL RESOURCE MATERIALS

Business in an Information Economy, Glencoe.

Customer Relations for Careers, Glencoe.

IDECC Human relations laps, Mark Ed Resource Center.

Introduction to Business, Our Business and Economic World, Glencoe.

Succeeding in the World of Work, Glencoe.

Surviving on the Job, Glencoe.

Your Attitude is Showing, Elwood N. Chapman Science Research Associates, INC.

JOB SEEKING SKILLS

The job seeking skills unit can be completed in two to three weeks. Lower grades may wish to emphasize the career information search while the upper grades emphasize the job search. Since most students will someday be in an intensely competitive job market, it is vital that vocational education provide each student with skills that will enable that student the best possible opportunity to find the right job. This unit should include a personal inventory of skills, aptitudes, and personality (unless covered in career awareness) and specific job-seeking skills. With the job search comes stress which often reduces the chance for the ideal job. Unless this is covered in Human Relations, additional time should be added for stress-reducing activities. Through the development of competence and confidence our students can learn to reduce that stress.

I. **TASK**: Prepare personal resume.

PERFORMANCE OBJECTIVE: Using personal data, the student will prepare an error-free resume.

ENABLING OBJECTIVES:

1. Explain purpose for each part of a resume.
2. Collect personal data.
3. Design layout of resume.
4. Identify and contact personal references.
5. Compose personal resume.

II. **TASK**: Compose and format letter of application.

PERFORMANCE OBJECTIVE: Given a job announcement, the student will compose and format appropriate, error-free letter of application based on previously prepared resume.

ENABLING OBJECTIVES:

1. Explain contents of letter of application.
2. Analyze job announcement.

III. **TASK**: Complete a job application

PERFORMANCE OBJECTIVE: Given an application form, the student will use information collected for resume to complete form neatly, accurately, completely.

SUGGESTED ACTIVITIES: (1 day)

1. Use additional sources to obtain samples of application forms, contact:
   Department of Employment
   Local businesses
   Stationery supply store

ENABLING OBJECTIVES:

1. Interpret questions on a job application form.
2. Demonstrate ability to follow directions.

IV. **TASK:** Identify sources for employment opportunities

PERFORMANCE OBJECTIVE: Given local and national information, the student will identify various sources to locate employment opportunities.

SUGGESTED ACTIVITIES: (1 day)

1. Invite guest speakers (high school and post-secondary counselors, Job Service and private employment agency personnel, local personnel directors, etc.) to discuss employment opportunities.

2. Use additional sources for information:

   Newspaper
   Trade magazines
   Counselors
   Job Service
   Private employment agencies
   Local businesses and industries
   Post-secondary training personnel

ENABLING OBJECTIVES:

1. List a variety of employment sources.
2. Recognize employment signs and announcements.

V. **TASK:** Prepare for interview.

PERFORMANCE OBJECTIVES: Given an employment interview simulation, the student will adequately prepare for job interview.

ENABLING OBJECTIVES:

1. Collect information on industry.
2. Collect information on company.
3. Collect information on job opening.
4. Demonstrate appropriate appearance by dressing for interview.
5. Prepare answers for possible questions.
6. Prepare appropriate questions to ask.
7. Gather and organize appropriate items to take.
8. Explain importance of promptness.

VI. **TASK:** Demonstrate skills in interviewing.

PERFORMANCE OBJECTIVE: Given an employment interview simulation, the student will satisfactorily participate in a mock interview.

ENABLING OBJECTIVES:

1. Perform stress-reduction activities.
2. Demonstrate appropriate greetings.
3. Demonstrate composure.
4. Demonstrate proper responses to questions.

VII. **TASK:** Compose and format follow-up letter.

PERFORMANCE OBJECTIVE: Given an employment interview simulation, the student will compose and format error-free follow-up letter.

ENABLING OBJECTIVES:

1. Examine follow-up letters.
2. Evaluate neatness, format, appropriateness, completeness, and accuracy of letters.
3. Compose and format letter following interview.

EVALUATION- Student evaluation can be based on resume, letters, and applications completed as well as class participation, role playing, tests and quizzes.

OPTIONAL RESOURCE MATERIALS

Block, Deborah Perlmutter. How to Write a Winning Resume. VGM Career Horizons, Lincolnwood.

Business in an Information Economy, Glencoe.

Career Skills, Glencoe.

Hulbert, Jack E. Effective Communication For Today. Cincinnati: South-Western Publishing Company.

Introduction to Business, Our Business and Economic World, Glencoe.

Jackson, Truman H. Letter of Application & Resume Using A Micro-Computer. South-Western Publishing Co.

Job Finding Fast, Glencoe.

Smart, Bradford D. The Smart Interviewer. John Wiley & Sons, New York.

Speck, Jeff B. Hot Tips, Sneaky Tricks and Last Ditch Tactics. John Wiley & Sons, New York.

Succeeding in the World of Work, Glencoe.

The Work Book: Getting the Job You Want, Glencoe.

SUGGESTED TEACHING STRATEGIES

Your JOB: Youth Employment Competencies Handbook is suggested as a reference for activities and information. This source also provides activities in human relations and a list of good resources. However, additional resources may be needed for follow-up letters.

Examples of resumes, letters, and applications that are well written and formatted should be presented. Critical evaluation and revision of prepared documents may be helpful.

Videotaping mock interviews will allow students the opportunity for self evaluation. Role playing can be followed by interviews conducted by a business person.

Businesses, Job Service and private employment agencies are important contacts for this unit.

An approach from the employer's point of view may be beneficial. Experiences and practice may include:

additional writing practice,
evaluation of letters and resumes,
evaluation of interviews,
evaluation of dress and how it affects the interviewer, and
initiating interviews;

thus, enhancing student preparation for job seeking and provide motivation for attaining a higher level of accomplishments.

KEYBOARDING

Keyboarding instruction for non-typists, students who keyboard poorly, or students who use incorrect finger patterns is an individualized approach to speed and accuracy development.

I. **TASK:** Master the QWERTY keyboard.

PERFORMANCE OBJECTIVE: Using the first-finger-first or vertical method, students will reinforce correct finger patterns.

ENABLING OBJECTIVES:

1. Demonstrate first-finger reaches (f, r, t, g, b, v, j, u, y, h, n, m).
2. Demonstrate second-finger reaches (d, e, c, k, i, ,).
3. Demonstrate third-finger reaches (s, w, x, l, o, .).
4. Demonstrate fourth-finger reaches (a, q, ;, p, /).
5. Reinforce keyboarding numbers using correct finger patterns.

SUGGESTED TEACHING STRATEGIES

Keyboarding is designed for students with keyboarding deficiencies. It is recommended all students successfully complete a one-semester keyboarding class before enrolling in business technology.

SIX DAY KEYBOARDING REINFORCEMENT:

1.	Day one:	Home Row
2.	Day two:	First Finger Reaches - Left Hand
3.	Day three:	First Finger Reaches - Right Hand
4.	Day four:	Second Finger Reaches
5.	Day five:	Third Finger Reaches
6.	Day six:	Fourth Finger Reaches

Encourage students to practice using alphabetic sentences and error analysis techniques.

OPTIONAL CURRICULUM MATERIALS

Cortez Peters Championship Keyboarding, Skillbuilding, and Applications, Glencoe.

Gregg Micorcomputer Keyboarding and Document Processing, Glencoe.

Information Processing: Keyboarding, Formatting, and Applications Mastery, Glencoe.

PC Power: Microcomputer Applications, Glencoe.

MARKETING

The Marketing unit in the Business Technology curriculum is designed to acquaint the student to the role that marketing has in today's society. Major concepts and functions of marketing will be introduced. Instruction strategies that facilitate active learning should be used, such as guest speakers, field trips, student reports, analysis of pertinent magazines articles, case studies, and computer simulations. When applicable, students should complete their assignments using the computer. The unit is designed to be taught as a separate unit over a two or three week time span. The computer simulation activity, Gadgetronics would involve an additional one to two week time period.

Gadgetronics is a computer simulation project that imitates a retailing business that sells electronic products. Working individually or in teams, students begin making management decisions concerning ordering and pricing products, advertising, sales promotion, hiring, personnel policies, and opening and closing stores.

I. **TASK:** Identify the role of business in the free enterprise system.

PERFORMANCE OBJECTIVE: Given a unit of information, discuss the role of business in the free enterprise system.

ENABLING OBJECTIVES:

1. Describe the roles of production, marketing, and management in business.
2. Describe the different roles that marketing and production have in a business operation.

II. **TASK:** Explain the role that marketing has in the free enterprise system.

PERFORMANCE OBJECTIVE: Given a unit of information, discuss the role that marketing in the free enterprise system.

ENABLING OBJECTIVES:

1. Explain the activities involved in each of the functions of marketing.

III. **TASK:** Explain the marketing concept.

PERFORMANCE OBJECTIVES: Given a unit of information, discuss the marketing concept.

ENABLING OBJECTIVES:

1. State the two goals/objectives recognized in the marketing concept.

IV. **TASK:** Identify the two marketing approaches used to sell products.

PERFORMANCE OBJECTIVES: Given a unit of information, discuss the two marketing approaches used to sell products.

ENABLING OBJECTIVES:

1. Describe the differences between the mass market approach and the market segmentation approach in selling a product.

V. **TASK:** Identify the marketing mix components found in the marketing plan.

PERFORMANCE OBJECTIVES: Given a unit of information, describe the marketing mix components found in the marketing plan.

ENABLING OBJECTIVES:

1. Identify the four P's in the marketing mix.
2. Describe the decisions that are involved in each of the four P's of the marketing mix.

VI. **TASK:** Describe what is a channel of distribution.

PERFORMANCE OBJECTIVES: Given a unit of instruction, describe what is a channel of distribution.

ENABLING OBJECTIVES:

1. Explain what is a channel of distribution.
2. Classify the channels as a direct or indirect form of distribution.
3. Identify and describe the functions of the various channel members.
4. Identify the factors to consider in determining what type of channel should be used for the distribution of various products.

VII. **TASK:** Explain the nature and scope of promotion.

PERFORMANCE OBJECTIVES: Given a unit of information, discuss the nature and scope of promotion.

ENABLING OBJECTIVES:

1. Define promotion.
2. Identify the four basic types of promotion.
3. Explain the concept of a promotional mix.
4. Discuss what is advertising and explain its purpose.
5. Discuss what is visual merchandising and distinguish it from display.
6. Describe the various elements of public relations and publicity.

VIII. **TASK:** Demonstrate competency and skill related to buying and pricing theory.

PERFORMANCE OBJECTIVES: Given a unit of information, the student will apply the competencies and skills related to buying and pricing theory.

ENABLING OBJECTIVES:

1. Identify factors affecting price.
2. Identify the goals of pricing.
3. Apply the three basic pricing strategies to price a product.
4. Explain how a product life cycle will affect prices.
5. Identify various pricing techniques.
6. Perform math calculations for pricing and buying merchandise.
7. Discuss the buying process and strategies used to make buying decisions.
8. Develop a six-month merchandise plan.

IX. **TASK:** Identify the three levels of management.

PERFORMANCE OBJECTIVES: Given a unit of information, the student will describe the three levels of management.

ENABLING OBJECTIVES:

1. Define management.
2. Describe the three levels of management.

X. **TASK:** Identify the functions of management.

PERFORMANCE OBJECTIVES: Given a unit of information, discuss the functions of management.

ENABLING OBJECTIVES:

1. Explain what activities/tasks are involved in each of the four functions of management. (planning, organizing, leading, and controlling)
2. Describe effective management skills.

OPTIONAL CURRICULUM MATERIALS

Business in an Information Economy, Glencoe.

Introduction to Business, Our Business and Economic World, Glencoe.

Farese, Kimbrell, Woloszyk Marketing Essentials, Glencoe.

Marketing Essentials, Glencoe.

Stull and Hutt Marketing, An Introduction, South-Western.

Simon and Casillo Gadgetronics A Retail Decision-Making Simulation, South-Western.

MarketED Resource Center, IDECC:

MARKETING AND BUSINESS LAPS

- MB-0010-CS Marketing
- MB-002-CS Marketing Functions
- MB-003-CS Channels of Distribution
- MB-004-CS Marketing Strategies
- MB-012-CS Market Identification
- MB-017-CS Business and Society
- PI-001-SP Psychological Pricing
- PR-001-SP Promotional Mix
- PU-001-SP Purchasing

MARKETING

TASK I

Beginning Activity: To introduce the concept of marketing, read the following situation aloud to the class:

> You're stranded and all alone on a desert island. In order to survive, you must provide your own food, clothing, and shelter. You have no luxuries or conveniences - you have to focus your efforts on surviving. After many months on the island, you are pleased with the progress you have made toward becoming self-sufficient. There's only one thing wrong. You really don't like your own cooking.
>
> One stormy night, another unlucky person washes up on your island. He also needs food, clothing, and shelter. After the first day, he says, "I hate to fish; it's so boring. When I was a chef in San Francisco, I never appreciated all the work others did to provide fresh foods in the restaurant. All I had to do was cook."
>
> You exclaim, "You're a chef! I have a great idea. Why don't I fish and gather fruits and berries for us, while you do the cooking?"

When the producer is someone other than the customer, some form of exchange takes place. People engaged in the marketing function are concerned with providing goods and services that consumers need and want for some medium of exchange (money, other goods or services, etc).

I. Definition of Marketing-

> "The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."
>
> (American Marketing Association)

It is a process that involves:

- Planning
- Promoting
- Pricing
- Distribution

II. What is Marketed?

A. Durable Goods
- Desks
- Chairs
- Buildings

B. Non-Durable (Consumable) Goods
- Food
- Office Supplies
- Cleaning Products

C. Services
- Banking
- Travel Agencies
- Restaurants
- Clothing Stores

D. Organizations
- NCAA
- Labor Unions
- Art Museums
- Theaters

E. People
- Rock Stars
- Athletes
- Movie Stars

F. Places
- Vacation Spots
- Industrial Areas
- Romantic Get-Aways

G. Ideas
- "Pitch in and Recycle"
- "Buckle up for Safety"
- "Don't Do Drugs"

III. Marketing Concept

To succeed in business, businesses must base their decisions on the needs and desires of the consumer.

IV. Why is Marketing Important?

- Increased production capacity
- Increased buying power of consumers
- Need for coordinating production and consumption
- 1/4 to 1/3 of all workers are in marketing jobs
- Majority of businesses in the United States are marketing-type businesses
- .50-.60 cents out of every sales dollar goes to cover the costs of marketing

V. Without Marketing

- Less variety in products
- Fewer product improvements
- Fewer products developed
- Increased stock shortages or overages

VI. Benefits of Marketing

- Raises the standard of living
- Adds utility to goods and services
- Makes buying convenient
- Maintains reasonable prices
- Improves the quality of life
- Provides a variety of goods and services
- Increases production

OPTIONAL CURRICULUM MATERIALS

Marketing Essentials, Glencoe.

Introduction to Business, Our Business and Economic World, Glencoe.

Business in an Information Economy, Glencoe.

MICROCOMPUTER APPLICATIONS

Today millions of microcomputers are used in businesses, schools, and homes throughout the world. A new generation of software, commonly called application software, has been developed to use the power of these computers. The most widely used software applications are word processing, spreadsheet, and database. It is important for the students to become familiar with the operation of microcomputers, including DOS, in order to better understand the use of application software. The purpose of this unit is to introduce the students to these three main computer software programs.

The time frame for this unit will be 3-4 weeks, however, the students should then be encouraged to use the computer when completing assignments in the other units in this course. Their learning will be reinforced as they use the application software in their course work.

The students will be tested on terminology, as well as their ability to operate the software.

I. **TASK**: Identify the components of a microcomputer system and demonstrate the basic operation of microcomputers.

PERFORMANCE OBJECTIVE: Given a computer system and disk operating system, the student will identify specific computer hardware components and the functions of the computer and the components of a typical microcomputer system with complete accuracy.

ENABLING OBJECTIVES:

1. Define computer and discuss the four basic computer operations: input, processing, output, and storage.
2. Define data and information.
3. Explain the principle components of the computer and their use.
4. Describe the use and handling of diskettes and hard disks.
5. Discuss computer software and explain the difference between application software and system software.

II. **TASK**: Explain what a disk operating system is and how it is used in a microcomputer system.

PERFORMANCE OBJECTIVE: Given a computer and operating system, the student will utilize the most commonly used DOS commands with complete accuracy.

SUGGESTED ACTIVITIES:

1. Supplemental sheet.

ENABLING OBJECTIVES:

1. Demonstrate the steps involved with "Booting" the computer.
2. Demonstrate the steps involved with listing a disk directory.
3. Demonstrate the procedure for formatting a diskette.
4. Demonstrate the procedure for copying files from one disk to another.
5. Explain file directories and subdirectories on a hard disk.
6. Explain the procedure for starting applications software.

III. **TASK**: Operate word processing application software to produce and edit documents.

PERFORMANCE OBJECTIVE: Given a microcomputer, system software, and word processing software, the student will produce and edit document with no errors.

SUGGESTED ACTIVITIES:

1. Supplemental sheet

ENABLING OBJECTIVES:

1. Demonstrate the loading of the word processing software on the computer.
2. Explain the function of word processing software.
3. Type, print, and save a short letter.
4. Explain the advantages of word wrap on word processing applications.
5. Demonstrate the recalling of a document from a disk.
6. Demonstrate edit functions to move, delete, and restore text.
7. Demonstrate exiting the word processing program.

IV. **TASK**: Operate spreadsheet application software to produce a spreadsheet.

PERFORMANCE OBJECTIVE: Given a microcomputer, system software, and spreadsheet applications software, the student will produce an electronic spreadsheet with no errors.

SUGGESTED ACTIVITIES:

1. Supplemental sheet

ENABLING OBJECTIVES:

1. Demonstrate the loading of the spreadsheet software on the computer.

2. Explain the function of spreadsheet software.
3. Type, print, and save a spreadsheet.
4. Explain the advantages of a electronic worksheet over a paper worksheet.
5. Demonstrate the recalling of a document from a disk.
6. Demonstrate the entry of labels, numbers, and formulas into a worksheet.
7. Demonstrate exiting the spreadsheet program.

V. **TASK**: Operate data base application software to produce a data base file and corresponding reports.

PERFORMANCE OBJECTIVE: Given a microcomputer, system software, and data base applications software, the student will produce a database file and corresponding reports with no errors.

SUGGESTED ACTIVITIES:

1. Supplemental sheet

ENABLING OBJECTIVES:

1. Explain the steps involved in planning a data base.
2. Demonstrate loading the data base program.
3. Demonstrate the creating of a data base file.
4. Demonstrate the adding of records to the file.
5. Demonstrate the creating of a data base record.
6. Demonstrate the printing of the data base record.
7. Explain the sort function of a data base program.
8. Explain how to save and recall a data base file.

OPTIONAL RESOURCE MATERIALS

Desktop Publishing Using WordPerfect 5.1, Glencoe.

DOS Tips: The Introductory Program, Glencoe.

101 Word Processing Exercises, Glencoe.

101 Database Exercises, Glencoe.

101 Spreadsheet Exercises, Glencoe.

Increasing Your Productivity: Microsoft Works 2.0 (IBM), Glencoe.

Increasing Your Productivity: Microsoft Works 3.0 (Mac), Glencoe.

Increasing Your Productivity: Microsoft Word 5.5, Glencoe.

Lotus Tips: The Introductory Program, Glencoe.

Mastering Windows 3.1, Glencoe.

WordPerfect Applications, Glencoe.

WordPerfect Made Perfectly Easy, Glencoe.

WordPerfect For Windows Short Course, Glencoe.

MICROCOMPUTER APPLICATIONS

Define the following terms:

Booting Your Computer-
- Cold Boot-
- Warm Boot-

Commands-

Computer-

Cursor-

Data-

Default-

Disk Drive-
- Floppy-
- Hard-

Diskette-

Disk Operating System (DOS)-

File

Functions-

Formatting a Disk-

Hardware-

Information-

Logged Disk Drive-

Memory-

Peripheral Equipment-

Software-
- Application Software-
- System Software-

System Prompt-

DATA PROCESSING: WHAT IS IT?

The computer is a tool. It extends our ability to do things. It influences our lives in many powerful ways, ranging from entertainment to changing the nature of our jobs. It is an essential tool in all areas of business. The computer can take **data**, the unorganized collection of facts, and process or organize this data into a useful form, called **information**.

The OBJECTIVE of data processing is to CONVERT data into information.

There are three basic components that make up the computer system:

1. **KEYBOARD**-The keyboard lets you interact with the computer. This keyboard looks like the keyboard of a typewriter, except that it has additional keys, called special function keys. The keyboard also has a numeric keypad with additional special function keys.

2. **MONITOR**-The monitor, also called a screen or display, looks like a television screen. The monitor displays text that you keyboard and also displays instructions for you to follow.

3. **SYSTEM UNIT** and **PERIPHERALS** (such as the printer, mouse, etc.)-The system unit houses the Central Processing Unit (CPU), the "brain" of the computer. The system unit also contains the memory, one or more disk drives, and the power supply. Other important hardware, such as the printer, connect to the system unit.

There are five basic computer operations:

1. **INPUT**-This is the entering of data and/or information into the Central Processing Unit (CPU). A device, such as a terminal keyboard, is used to enter this data.

2. **PROCESSING**-Once data and/or information is entered, the CPU stores and processes this information. The processor performs all calculations and comparisons and controls overall operations of the computer and its components. The control unit of the CPU directs all operations within the computer. It obtains instructions from memory, interprets them, and makes certain that they are carried out as required.

   MEMORY-Memory stores text or information processed by the CPU temporarily until you decide to write (save) it on a diskette or disk. It is a key component in the processing ability of the computer.

4. **OUTPUT**-This is the finished product or result of processing by a system. This can range from viewing data and/or information on a screen to the output of a document by a printer.

5. **STORAGE**-The computer allows you to store or save information once you have entered it. Today, the most common storage device is the diskette. You can also store information in an internal unit called a hard drive.

The use and handling of diskettes:

Information processed in the computer can be saved either in the hard drive or on a diskette from one of the floppy drive systems. A disk drive reads information from and writes/saves it back onto the diskette or disk. A diskette is simply a circle cut from a sheet of Mylar plastic that has an oxide coating capable of holding magnetic spots.

Diskettes are available in two different sizes: 5 1/4 and 3 1/2 inches. The 3 1/2 diskette is protected by a hard plastic case that makes it sturdier than the 5 1/4-inch diskette. The 3 1/2 diskette is also able to store much more information than the 5 1/4-inch diskette.

Diskettes must be handled with extreme care to prevent damage to the diskette and the information that is stored on them.

Definition of software:

Software is the element that transforms the hardware (the computer and its parts) into a usable and productive tool. The hardware does not know what to do without instructions to tell it what to do, how to do it, and when to do it. Software provides the instructions for the computer to follow.

Software information is stored on a diskette(s) or on the hard drive. There are four general categories of software:

1. Operating and control software programs. These make the computer work. A computer is virtually useless without them. They are usually furnished by the computer manufacture. One example of an operating software is DOS (Disk Operating System).

2. Programming languages software. These are used by programmers to prepare programs of instructions for the computer to perform a particular task.

3. Productivity software systems. These are specialized software tools that give the user a means for solving problems of special types.

4. Applications software programs. These are designed and written to handle particular applications, such as word processing, databases, spreadsheets, communications, graphics, and desktop publishing. The application software will run on the computer only if it has DOS.

What is DOS?

The principle software for using a personal computer is disk operating system (DOS). DOS is the software that tells the computer how to interact with the keyboard, monitor, other hardware, and the user and transforms all this into a computer system. In other words, DOS is the coordinator for your computer system. The DOS program is on a disk that is purchased along with the hardware.

Various brands of computers use different disk operating systems. For example, PC_DOS (personal computer disk operating system) is designed for the IBM personal computer. Another type of DOS is the MS-DOS (microsoft disk operating system), designed for other brands of computers, such as Compaq, Hewlett Packard, and IBM compatibles.

To start you computer, you must complete the booting process, sometimes called "loading the system". **Booting** is the process of loading and running DOS. A copy of the DOS internal commands is read from DOS and placed into the computer's memory. **DOS internal commands** are the commands that stay in the computer's memory until you turn off the computer or load DOS again.

Listing a Disk Directory

The directory is the computer's file drawer that lists all the files recorded on a diskette or hard drive. Remember, a file is a collection of related information stored on either diskettes or a hard disk. A file is stored on the diskette or disk by a unique name. You can see a list of these files by using the internal directory command **DIR** and pressing [Enter]. Some examples:

A>dir	This illustrates the system prompt (drive A) and the DIR command.
B>dir	This will show you all the files listed on your disk in the B drive.
C>dir	This lists all the files on the C (hard) drive

You can list a directory in a number of different ways.

A>dir	This will scroll the files down, one at a time.
A>dir/p	This will list the files one page at a time, press [Enter] to continue to next page.
A>dir/w	This will list the files across the screen in a wide view.

Formatting a Disk

A new diskette or hard disk drive system must be prepared to accept files for storage before it can be used by DOS. The command to prepare a diskette for use is called **FORMAT**. The format command prepares the blank diskette or hard disk drive system in several ways:

1. Sets up the directory
2. Sets up the space for the file allocation table
3. Analyzes the disk for bad sectors
4. Adds the boot command

Caution: If you format a diskette or hard disk that already has information stored on it, the contents on the diskette or hard disk will be lost forever.

TIP: Use the DIR command to check the contents of the diskette before you reformat a diskette so that you can be certain that this is the diskette you want to format. Some examples:

C>format A:	This will use the DOS located in the C (hard) drive and it will format the diskette in the A drive.
A>format B:	This will use the DOS diskette in A drive to format diskette in B drive.
C>format A:/v	This will format diskette in A drive and the DOS system will allow you to put a label on the disk and will list all information, such as how many sectors formatted, how many sectors available, and list any bad sectors. NOTE: Do not use disks that have bad sectors in them. You can lose stored data/information.
C>format A:/s	This will format the diskette in the A drive and also copies the files needed from the DOS to allow the disk to become bootable without the use of DOS. This only copies the internal commands; not any external commands, like format.

Copy Command

DOS allows for you to copy files from one diskette or hard disk to another diskette. You can use this command to bring a back-up copy of a disk up-to-date, to make a second copy of the existing file to edit or make changes yet keep the original unchanged, or to copy a file to the printer to produce a hard copy. All these uses of the Copy command save time.

Be careful to specify from which diskette drive system you are copying from and where you are copying to. Some examples:

A>copy A:memo B:	This copies the file memo from the A diskette to the B diskette. Be aware of spacing. C>copy A:memo B: will do the same thing but from the C drive.
A>copy test1 testA	This takes the file test1 and recopies it to the same diskette but under the new name testA (this allows for you to make changes to the new file and still save the original file). You can also use ren (rename) in the same way to change the name of a file.

Types of Application Software

There are three main types of application software:

1. **Word Processing Application Software** - A word processor is a software system that allows for the entry, storage, retrieval, modification, and printing of documents. It is much like using a typewriter, but with a word processor you can store information for later use, you can change information within a document without retyping the entire document and you can modify the way the document looks (style or size of lettering, graphics, etc.).

2. **Spreadsheet Application Software** - The spreadsheet, sometimes called a worksheet, is a tool that allows for the laying out of data in the form of rows and columns for tabulation and analysis. This software also allows for the creation of graphs and charts. Using the computer, you can enter values, headings, formulas, or totals. Spreadsheets can be a useful tool in decision making. Using formulas, you can complete calculations to provide information for forecasting, profit and loss analysis, investments, sales analysis, budgeting, inventories, etc.

3. **Database Application Software** - A database software system can be considered a computerized filing system. It allows you to deal with large amounts of data in a more efficient manner than if you were to store the information in a filing cabinet. Database software can be used to do a large number of functions: simplify, analyze, find, examine, report, sort, modify, update, delete, and cross-reference to name a few.

SALESMANSHIP

UNIT NARRATIVE: This 2-3 week sales unit is designed to give the learner some basic skills in salesmanship that are necessary in the selling process. This unit includes terms common to the selling profession along with a step by step procedure that takes the learner from the initial customer introduction through to the closing of the sale.

I. **TASK**: Create positive first impression in a sales situation.

PERFORMANCE OBJECTIVE: The student will demonstrate his/her ability to meet and greet potential customers and positively open a sale.

ENABLING OBJECTIVES:

1. Identify both positive and negative types of selling approaches.
2. Identify components that successful salespeople use to build trust with customers.

II. **TASK**: Probe customers to uncover needs.

PERFORMANCE OBJECTIVE: The student will demonstrate the ability to probe customers to determine information about that customer's wants and needs.

ENABLING OBJECTIVES:

1. Identify the difference between open ended and close ended questions.
2. Explain the relationship between good probing techniques and good listening techniques.
3. Explain how successful probing skills can give a salesperson a competitive edge over competition.

III. **TASK**: Use the features and benefits of a product.

PERFORMANCE OBJECTIVE: The student will identify and relate the product's features with the corresponding benefits and place into a statement using both components.

ENABLING OBJECTIVES:

1. Explain the importance of thorough product knowledge in relation to feature/benefit selling.
2. Identify the differences between a product's features and the corresponding benefits and explain why presenting both are critical in a successful sales presentation.
3. Identify sources of product information.

IV. **TASK**: Use probing techniques to handle customer objections.

PERFORMANCE OBJECTIVE: The student will restate customer objection and demonstrate skills in handling the objection.

ENABLING OBJECTIVES:

1. Identify the different types of objections; condition, misinformation, etc.
2. Identify methods for handling objections.

V. **TASK**: Close a sale.

PERFORMANCE OBJECTIVE: The student will key in on verbal/non-verbal selling clues and identify when to ask the customer for the sale.

ENABLING OBJECTIVES:

1. Explain why closing is a difficult step in the sales process.
2. Identify the different closing techniques that may be used.

• OPTIONAL ACTIVITIES FOR A 4-5 WEEK CLASS:

1. A written merchandise project explaining everything that a salesperson would need to know in order to sell that product. Some examples of what it should include would be history of product, manufacturing process, features and benefits, and related items.
2. Student will develop a role play sales script that includes all the steps of a sale. The students will then act out the sales script in front of the class.

OPTIONAL REFERENCE MATERIALS

Business in an Information Economy, Glencoe.

Introduction to Business, Our Business and Economic World, Glencoe.

Marketing Essentials, Glencoe.

Spencer Johnson, Larry Wilson, One Minute Salesperson,; William Morrow and Company, New York.

Marketing Education, IDECC

SE-101-CS Opening the Sale
SE-114-CS Questioning
SE-113-CS Feature-Benefit Selling
SE-100-SP Handling Objections
SE-107-SP Closing Sales

SALES

SUPPLEMENTAL TEACHING MATERIALS

SALES or **SELLING** involves communicating with people ad explaining how the product or service will be beneficial to them.

I. DEMONSTRATE HOW TO POSITIVELY OPEN A SALE.

A positive selling approach hooks the customer, and keeps the customer interested in the store and its products. The positive selling approach consists of:

A. greeting the customers and gaining their attention.
B. using "you" and "your" to emphasize the importance of the customer.
C. praising the business and staff.
D. selecting the right merchandise for the customer.
E. taking time to observe the customer, and determining if the customer is decided, undecided, or a casual shopper.
F. setting up a good sales presentation.
G. steering the customer towards the sale merchandise or available services.

Specific approaches:

Merchandise Approach-The customer is directed to a specific item, and he doesn't have a chance to say he isn't interested in the product.

Welcome Approach-The salesperson greets the customer on an informal basis. This allows the customer to reveal his needs on his own.

A negative selling approach pushes the customer away. If the salesperson is reserved or shy, the customer will feel alienated and leave the store. The service approach fits in the negative side because it is the best approach to use on customers who are in a hurry; however, asking "May I help you?" usually turns off the normal customer.

SUGGESTED ACTIVITIES:

1. Divide the class in half. Half of the class will be designated salespeople and half the class will be customers. In two separate envelopes there will be individual character descriptions of salespeople and character descriptions of customers. there needs to be a mixture of good, average, and bad characters. Each student will draw a description from the proper envelope, keep it secret, and prepare to do some role-playing. One student from each group will go to the front of the room and become the character. A sale will occur between the two people, and the rest of the class will

have to identify if a successful sale took place. They will have to back up their answers with what they learned from the lecture.

2. The student will write up half a page to one-page of what they learned about salesmanship from the role-playing activity.

II. DEMONSTRATE GOOD PROBING AND LISTENING TECHNIQUES TO FIND OUT CUSTOMERS' WANTS AND NEEDS.

Probing Techniques-Customers don't always know what they want so a good salesperson needs to determine the interest a customer has in a product or service. A salesperson needs to ask well-chosen questions dealing with the customer and the product. Good questions will draw the customer into a potential sale situation and will reveal his/her opinion. Who, what, when, where, and how questions need to be asked to find out the most beneficial information. Questions are used to encourage communication between two people, bring the customer's attention back to the sale, and check the customer's understanding of the sale.

Listening Techniques-A good salesperson looks and listens for clues revealing what a customer wants or needs. an excellent salesperson is always ready to listen, act interested, and never interrupts. The salesperson provides time for the customer to think and gives appropriate responses like "That's a good point."

SUGGESTED ACTIVITIES:

1. Students will write ten probing questions using who, what, when, where, and how. The students can write all the questions on one product, or write five questions on one product and five on another product.

III. IDENTIFY THE DIFFERENCES BETWEEN A PRODUCT'S FEATURES AND BENEFITS.

A good salesperson must be proficient at feature-benefit selling if the salesperson wants to sell a product. The customer is entitled to know everything about the product before he/she makes a purchase. If all the information is know, the salesperson will have a better chance at meeting all the customer's wants and needs.

FEATURES:

Appearance of product, whether that be the style, size, color, or design.
Materials the product is made of to confirm the quality of the product.
How the product is made so it can be explained to the customer.
Uses for the product.
How well the product performs.
How to take care of the product and the services available for the product.
Ask yourself, "What is it?" and answer questions dealing with the five senses.

BENEFITS:

Anything that promotes the well-being of the buyer.
Inform the customer of what he/she will gain from the product or service by purchasing it.
Make benefits specific to customer.
How much money and time will be saved.
How the product looks and makes you feel.
Convenience of the product.
Enjoyment the customer will experience when they own the product.

SUGGESTED ACTIVITIES:

1. Students will pick a product on their own. They will write down the features and benefits of the product. Then they will sell their product to the class. The class will decide if they should purchase the product. The class will back up its answer as to why they bought it or passed.

2. Guest speaker who employs salespeople will talk about how important it is to know your products in order to sell them.

IV. IDENTIFY THEIR SOURCES OF PRODUCT INFORMATION

You can find out information about various products through many ways:

Merchandise-You examine the product and learn everything that you can from the product.

Salespeople-Other salespeople who work with you will know quite a bit about products, especially if they have worked for the business for a number of years.

Customers-Sometimes it is fine if you ask the customers what they think of a product, especially those who have used the product before. They would know more about the product's performance, how it compares to other brands, and the proper usage of the product.

Personal Experience-If you, as the salesperson, have used the product, then you have an advantage. You won't have to do as much homework on that product as you will for others.

Publications-There are magazines, booklets, pamphlets, and sales bulletins that are full of important product information.

You can also visit the company to find out about a product if nothing else works.

SUGGESTED ACTIVITIES:

1. Students will research a product of their choice. They will use as many of the resources listed above as possible, and must have at least one interview. When they have collected the information, they will put it together and write up a one to two page paper.

V. IDENTIFY DIFFERENT TYPES OF CUSTOMER OBJECTIVES AND HANDLE THEM.

Customers make objections towards a product, or state reasons why they are hesitating to purchase the product or service. A good salesperson must be able to deal with these objections and use them as positive selling points.

Types of objections to listen for:

Real Objections-a customer has a concern about a product and will usually say "That is too difficult for me to operate," or "That is too difficult to repair."

Excuses-The customer delays making a decision or doesn't become involved in the sale at all. "Not today, thank you." "That costs too much money."

Hidden Objections-The customer doesn't reveal any objections aloud but once you try to close the sale, he/she lets a few objections slip out.

Buying Decision Objections-The customer has a problem with product--style, color, size, design or:

Place-business image isn't very high so salespeople have to improve the image.

Price-product isn't worth the price so salesperson must point out the special features that make the product high quality.

Time-not sure want to buy it new so salesperson says the price will be increasing on the product, making it a wise buying decision if purchased that day.

Quantity-believes there are too many extras needed when buying initial product, so salesperson has to prove that the extras are needed to make product work or enhance product's performance.

HANDLING OBJECTIONS

A good salesperson will:

1. Listen to the customer's objection so he/she can think of an answer.
2. Pause before answering so he/she does not appear to be a know-it-all, and the customer will be more likely to listen.
3. Show the customer that he/she understands the feelings and points of view the customer is expressing.
4. Restate any objection made by a customer to prove he/she understands the objection.
5. Answer all objections so the sale can continue.

Specific methods of handling objections:

Yes, But Method-This method is used the most. The salesperson answers the objection made by the customer. This is particularly good if the customer misunderstands some information about the product or service.

Direct-Denial Method-This is the worst method to use because you are saying that the customer is wrong. The customer is always right.

Superior-Point Method-To overcome a customer's objection, you should offer a superior characteristic about the product.

Boomerang Method-A customer makes an objection and a good salesperson gives the objection back to the customer as a reason to buy the product.

Question Method-To find out why the customer has an objection about a product the salesperson should ask the customer a few select questions.

Demonstration Method-The salesperson is given the opportunity to demonstrate the product to the customer without verbally answering the objection.

Third-Party Method-The salesperson uses the testimonial of another person to answer the customer's objections.

SUGGESTED ACTIVITIES

1. Assign a worksheet that contains scenario to fit the different methods. Students have to identify the proper method being used.

2. Students will write up four scenarios using four different methods of handling an objection. They will have to make the customer objections fall under the categories discussed in class.

VI. IDENTIFY DIFFERENT TECHNIQUES FOR CLOSING A SALE.

A good salesperson will know when to close a sale, but it takes some experience to develop the instinct. You have to observe the customer to see if the customer has a positive attitude about the purchase, and if the customer is giving clues like a facial expression or nod of the head.

TECHNIQUES FOR CLOSING A SALE

Natural Close-You should seek an agreement on the benefits of the product from the customer. You should help the customer picture himself/herself in or using the product. You are working to get the customer to agree on several points leading to a sale instead of one final point. When the customer appears ready to buy, ask if he/she is ready to buy the product and close the sale. Try to close the sale at the logical moment.

Choice Close-This is the most widely used close, and it gives the customer a choice as to which product is the best for him/her to buy.

Assuming-They-Are-Buying Close-You ask a question like "How will you pay for this? Cash, check, or charge?"

Advantages-Disadvantages Close-You summarize everything that has occurred during the sale to give the customer a reason to make a purchase. If there is a disadvantage, it is your job to turn it into a selling point.

Premium Close-If you, as the salesperson, have permission from the management, you can offer a bonus with the purchase of merchandise. This usually happens in a specialty or expensive store.

Last-Chance-To-Buy Close-You get the customer to buy because quantity is limited or merchandise is a special offer.

Standing-Room-Only Close-You get the customer to buy product by saying that product is very popular.

Narrative or Testimonial Close-You encourage customer to buy product by using a testimonial of a happy owner.

Objection Close-You remove the objection once you are successful at making the customer admit the objection is the only reason he/she isn't buying the product.

Common Errors in Closing a Sale

You lack confidence in your ability to make a sale.
You pressure the customer into making a purchase.
You show the customer too much merchandise.
You rush the customer into making a purchase.
You aren't concerned with customer satisfaction.

SUGGESTED ACTIVITIES

1. The activity to conclude the unit would be a final presentation. Each student will play salesperson while the teacher plays the customer. The student will have to rely on all the information learned from the unit to give the correct response to the situation. Presentations should last 10-15 minutes for each student, with alternative activities for rest of the students to keep them busy.